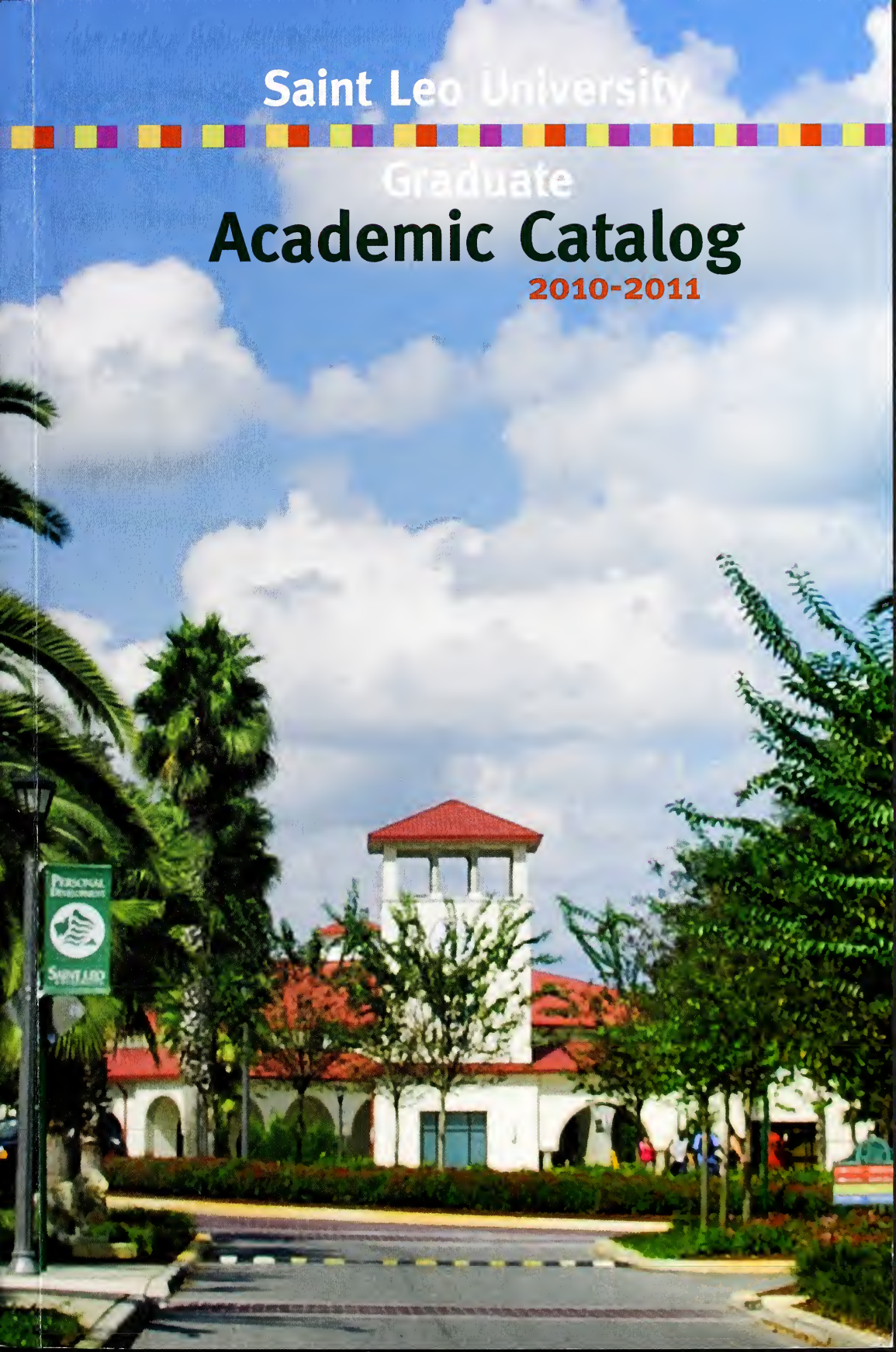


Saint Leo University

Graduate
Academic Catalog
2010-2011



Saint Leo University Graduate Catalog

Announcements contained in this publication are subject to change without notice and may not be regarded in the nature of binding obligations to the University. The University reserves the right to change any provisions or requirements.

When students matriculate with Saint Leo University, they come under the academic requirements of the edition of the University catalog at that time. Students may graduate under these academic requirements within a period of seven years even though subsequent catalogs may change. Academic requirements include curriculum matters. Grading practices, tuition, fees, and other matters are subject to change at the discretion of the University and are not considered to be “academic requirements.”

Should new changes be to their advantage, students may graduate under the conditions of the newer catalog. However, because academic programs are subject to requirements imposed by outside accrediting or certifying agencies, such outside requirements shall supersede prior conditions.

Saint Leo University is committed to policies that ensure that there is no discrimination on the basis of age, gender, race, color, creed, religion, national origin, or disability. Saint Leo University complies with the Family Educational Rights and Privacy Act of 1974 (as amended).

The University is an Affirmative Action Equal Opportunity employer.

Contents

President’s Message..... v

1: The University 1

Mission Statement 1

Values Statements 1

History of the University 1

Accreditation and Affiliation Statement 2

Academic Organization and Locations..... 3

Majors/Minors/Specializations 4

Educational and Learning Goals..... 8

Admissions Policies and Procedures 21

Student Services 21

Office of University Ministry 23

Center for Catholic-Jewish Studies 24

Intercollegiate Athletics..... 26

Alumni Association 27

University College Academic Calendar 2010-2011 27

2: Programs of Study 29

Admission Requirements 29

Master of Business Administration—
Weekend and Online Programs 30

Master of Science in Criminal Justice 30

Master of Science in Critical Incident Management 31

Master of Education 31

Master of Science in Instructional Design 31

Education Specialist 31

Master of Social Work..... 32

Master of Arts in Theology 34

Degree Requirements 34

Master of Business Administration 34

Master of Science in Criminal Justice 34

Master of Science in Critical Incident Management 35

Master of Education 35

Master of Science in Instructional Design..... 35

Education Specialist 35

Master of Social Work..... 35

Master of Arts in Theology 36

Academic Policies 36

Grading..... 37

Library..... 38

Computer Specifications 38

Research Reference Requirements 39

Transfer Credit 39

Independent and Directed Study..... 40

Academic Term..... 40

Weekend Classes..... 40

Online Classes..... 40

Non-Weekend Classes..... 41

Course Load 41

Financial Information 42

Financial Assistance 42

Fees and Costs..... 42

Programs of Study..... 45

Courses of Instruction..... 73

3: Administration and Faculty 101

Board of Trustees 101

Administration..... 102

Faculty 107

Professors Emeriti 107

University Campus Full-Time Faculty 109

Division of Continuing Education Full-Time Faculty 116

Division of Continuing Education Annual Contract Faculty..... 118

Division of Continuing Education Lead Contract Faculty 124

Administrators 125

4: Directory for Correspondence 135

Saint Leo University (University Campus) 135

Continuing Education Centers..... 138

Index 145

President's Message



We are delighted you are pursuing a Saint Leo University degree. Your decision to improve your life, your base of knowledge, your values, and your skills is one of the most significant decisions in your life. Our catalog details the curriculum and academic policies and procedures developed over many years to ensure that our degree programs meet the standards of quality, integrity, fairness, and completeness that assure you a university degree that meets the highest standards of academic excellence.

However, Saint Leo University is not just about policies and procedures. While these are necessary, our University is, most of all, about people with a mission to educate and prepare other people to make a good living and a better life for themselves and their communities. Benedictine monks and nuns founded Saint Leo University. We emphasize today the core Benedictine values of community, respect for all, and responsible stewardship, along with the values of excellence, personal development, and integrity. We work hard in all of our many locations to fulfill our mission and establish environments that manifest these values.

Saint Leo University is a larger and more complicated University than people generally realize. Our enrollment ranks us among the five largest Catholic institutions in the United States. We ranked fourth in the nation for the number of African Americans graduating with a bachelor's degree in business, management, or marketing in 2008. We serve nearly 15,000 students in California, Florida, Georgia, South Carolina, Mississippi, Texas, and Virginia, and around the world through our 16 centers and our online degree programs. We do so with the same commitment to our Catholicism, to the liberal arts and sciences as the basis of all learning, to student learning and development, and to our values. Saint Leo University puts students first in all of its considerations and promises a commitment to quality in all of its programs. Our aim is to make you a more compassionate, concerned, committed, competent, and confident human being.


Our catalog also details many of the opportunities available to students within and outside the classroom. Please review them carefully with your faculty or academic advisor, who is a critical component in our student-first practices.

Welcome to Saint Leo University. We are glad you are here.

A handwritten signature in dark ink, reading "Arthur F. Kirk, Jr." The signature is fluid and cursive, with the first name "Arthur" being the most prominent part.

Arthur F. Kirk, Jr.

President, Saint Leo University



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

1: The University

MISSION STATEMENT

Saint Leo University is a Catholic, liberal-arts-based university serving people of all faiths. Rooted in the 1,500-year-old Benedictine tradition, the University seeks balanced growth in mind, body, and spirit for all members of its community. On its home campus and many extension centers, Saint Leo University offers a practical, effective model for life and leadership in a challenging world, a model based on a steadfast moral consciousness that recognizes the dignity, value, and gifts of all people.

To accomplish its mission, the University community creates a student-centered environment in which love of learning is of prime importance. Members of the community are expected to examine and express their own values, listen respectfully to and respond to the opinions of others, serve the community in which they live, welcome others into their lives, and care for all of God's creations.

VALUES STATEMENTS

Excellence—Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision, and goals.

Community—Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Respect—Animated in the spirit of Jesus Christ, we value all individuals' unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.

Personal Development—Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

Responsible Stewardship—Our Creator blesses us with an abundance of resources. We foster a spirit of service to employ our resources for University and community development. We must be resourceful. We must optimize and apply all of the resources of our community to fulfill Saint Leo University's mission and goals.

Integrity—The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff, and students pledge to be honest, just, and consistent in word and deed.

HISTORY OF THE UNIVERSITY

Saint Leo University is a Catholic, coeducational liberal arts university offering the associate's, bachelor's, and master's degrees.

The University was chartered on June 4, 1889, when the Florida legislature authorized the Order of Saint Benedict of Florida to "have and possess the right and power of

conferring the usual academic and other degrees granted by any college in this state." Saint Leo University was the first Catholic college in Florida and opened with the dedication of its main building on September 14, 1890.

Established initially by monks from Saint Vincent Archabbey in Latrobe, Pennsylvania, the Benedictine mission in what was formerly called the "Catholic Colony of San Antonio, Fla." was transferred to the jurisdiction of Mary Help of Christians Abbey (now called Belmont) in North Carolina in 1888. Saint Leo University and Abbey are named for its first abbot, Leo Haid, the principal founder and first president of the University.

There were 32 students in the pioneer year of 1890-1891. The basic curriculum was a mix of liberal arts and commercial courses leading to the degree of Master of Accounts. Periodically, the University went through a military phase, with uniforms and required drilling, to instill discipline and order. The first Master of Accounts degrees were conferred on the pioneer graduating class of five students on June 20, 1893.

In 1920 the college was phased out as the faculty decided to focus on becoming what one longtime Benedictine called "a serious English-style prep school." It was accredited by the Southern Educational Association in 1921. After a variety of name changes (including Saint Leo Academy and Benedictine High School), the institution settled on Saint Leo College Preparatory School in 1929 and continued as such until 1964.

Reaching for a larger mission, Saint Leo opened as a college again in 1959. Its efforts were assisted by the neighboring community of Benedictine sisters at Holy Name Priory. Operating first on the associate's level, the college moved quickly to a four-year program and began to again confer bachelor's degrees on April 23, 1967. It was accredited by the Southern Association of Colleges and Schools on November 29, 1967, retroactive to include the charter bachelor of arts class. In 1969 the University was reorganized when the Order of Saint Benedict of Florida transferred title and control to an independent board of trustees.

In a noteworthy broadening of its purpose, which echoed its military roots, Saint Leo responded in 1974 to requests from the armed services to offer degree programs on military bases. In 1994 the University further expanded its service to working adults as it responded to the needs of Florida residents by taking its degree programs to the campuses of community colleges. More recently, in 1998, Saint Leo began offering degree programs over the Internet.

In December 1994, the University was accredited by the Southern Association of Colleges and Universities to offer the master's degree, retroactive to January 1, 1994. In August 1999, Saint Leo College changed its name to Saint Leo University. The eleventh change in the institution's name recognizes the broad reach of Saint Leo today.

ACCREDITATION AND AFFILIATION STATEMENT

Saint Leo University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's, bachelor's, master's, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404/679-4500 for questions about the accreditation of Saint Leo University. Saint Leo University's School of Business received initial accreditation by the International Assembly for Collegiate Business Education (IACBE) in September 1999. Saint Leo University's degree program in social work is accredited by the Commission on Accreditation of the Council on Social Work Education (BSW level). Saint Leo's undergraduate Sport Business program and MBA Sport Business Concentration are accredited by the Commission on Sport Management Accreditation (COSMA). Saint Leo University has Teacher Education Programs approval by the State of Florida Department of Education. Saint Leo University holds membership in the American Council on Education

(ACE), the Association of Governing Boards of Universities and Colleges, Independent Colleges and Universities of Florida (ICUF), the American Association of Adult and Continuing Education, the National Collegiate Honor Society, the National Association of Independent Colleges and Universities, the University Continuing Education Association (UCEA), the National Association of Institutions for Military Education Services (NAIMES), Servicemembers Opportunity Colleges, the National Catholic Education Association, and the Association of Catholic Colleges and Universities.

Saint Leo University is licensed by the Nonpublic Postsecondary Education Commission organized under the Georgia Department of Education. Address: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; telephone 770/414-3300.

Saint Leo University Shaw Center and Sumter Office, South Carolina, is licensed by the South Carolina Commission on Higher Education. Address: 1333 Main Street, Suite 200, Columbia, SC 29201; telephone 803/737-2260. (Licensure indicates only that minimum standards have been met; it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.)

The State Council of Higher Education in Virginia (SCHEV) has certified Saint Leo University (33701 State Road 52, P.O. Box 6665, Saint Leo, FL 33574-6665) to operate in Virginia (Fort Eustis Center, U.S. Army Education Center, 1500 Madison Avenue, P.O. Box 4326, Fort Eustis, VA 23604; Fort Lee Center, Building 8035 Bishop Loop, P.O. Box 5220, Fort Lee, VA 23801-0220; Langley Center, P.O. Box 65519, Langley AFB, VA 23665; and South Hampton Roads Center, Naval Amphibious Base, 1481 D. Street, Bldg. 3016, Norfolk, VA 23521-2498).

ACADEMIC ORGANIZATION AND LOCATIONS

The Saint Leo University academic degree programs are organized under the Vice President for Academic Affairs. Three Deans for the School of Arts and Sciences, School of Business, and School of Education and Social Services, along with the Directors of Graduate Programs and the Library, report to the Vice President for Academic Affairs. The Vice President of Continuing Education and Student Services supervises the Director of the Center for Online Learning; Director of Distance Learning; Registrar; Director for Academic Student Support Services; Assistant Vice President for Student Services; Associate Vice President of Continuing Education; and the Assistant Vice Presidents of the Central, Florida, and Virginia regions.

Saint Leo University's central campus is University College, located in Saint Leo, Florida, and serving traditional-age students.

Degree programs are offered to adult students through the Division of Continuing Education and Student Services at the following regional Continuing Education Centers:

Center for Online Learning

California

- Marine Corps Air Station Miramar Office
- Naval Base Coronado Office
- Naval Station San Diego Office
- United States Coast Guard Alameda Office

Florida

- Gainesville Center
- Starke Office
- Key West Center

Lake City Center
Trenton Office
MacDill Center
Saint Petersburg Office
SouthShore Office
Madison Office
Tallahassee Office
Eglin Office
Northeast Florida Center
Mayport Naval Station Office
Orange Park Office
Palatka Office
Saint Augustine Office
Ocala Center
Leesburg Office
Weekend and Evening Programs
Brooksville Office
New Port Richey PHCC Office

Georgia

Atlanta Center
Fort McPherson Office
Gwinnett Office
Marietta Office
Savannah Center

Mississippi

Columbus Center

South Carolina

Shaw Center
Sumter Office
Naval Weapons Station Charleston Office

Texas

Naval Air Station Corpus Christi Center

Virginia

Fort Eustis Center
Fort Lee Center
Langley Center
South Hampton Roads Center
Chesapeake Office
Naval Air Station Oceana Office
Joint Expeditionary Base Little Creek–Fort Story
Naval Station Norfolk Office

See Chapter 4 for a directory of address, telephone, and e-mail information.

MAJORS/MINORS/SPECIALIZATIONS

School of Arts and Sciences

Associate of Arts in Liberal Arts

Bachelor of Arts

Majors:

English with specializations in:

Advanced Literary Study

Dramaturgy

Professional Writing

English with minor in Secondary Education

History

International Studies

Liberal Studies

Mathematics

Political Science

Psychology

Sociology

Theology/Religion

Bachelor of Science

Majors:

Biology

Biology with minor in Chemistry

Biology with minor in Education

Environmental Science

Environmental Science with minor in Chemistry

Medical Technology with minor in Chemistry

Psychology

Minors:

Art

Biology

Chemistry

Dramaturgy

Engineering

English

Ethics and Social Responsibility

History

Homeland Security Certificate/Minor

Interdisciplinary Arts

International Studies

Mathematics

Middle-East Studies Certificate/Minor

Music

Music Ministry

Philosophy

Political Science

Psychology

Sociology

Theology/Religion

Special Areas of Study:

Honors

Pre-professional Studies

Dentistry

Law

Medicine
Veterinary

Undergraduate Certificate in Pastoral Studies

School of Business

Associate of Arts in Business Administration

Bachelor of Applied Science

Major:

Business Administration

Bachelor of Arts

Majors:

Accounting

Business Administration with specializations in

Accounting

International Business

Logistics

Management

Marketing

Project Management

Technology Management

Communication Management

Human Resources Management

International Hospitality and Tourism Management

Management (offered only at University College)

Marketing (offered only at University College)

Sport Business (offered only at University College)

Minors:

Accounting

Economics

Human Resources Management

International Hospitality and Tourism Management

Management

Marketing

Marketing and Sales in Sport

Risk Management in Sport

Bachelor of Science

Majors:

Computer Information Systems

Health Care Management

Minors:

Computer Programming

Information Security

Management Information Systems

Special Areas of Study:

Undergraduate Certificate in Information Security

School of Education and Social Services

Homeland Security Certificate

Bachelor of Arts

Majors:

Criminal Justice

Criminal Justice with specializations in

Criminalistics

Homeland Security

Elementary Education (K-6)

Human Services Administration with specializations in

Administration

Social Services

Middle Grades Education with specializations in

English

Mathematics

Science

Social Science

Minors:

Criminal Justice

Education

Leadership

Special Area of Study:

Florida Coaching Endorsement

Bachelor of Applied Science

Major:

Criminal Justice

Bachelor of Social Work

Major:

Social Work

Graduate Degree Programs

Master of Business Administration

Accounting Concentration

Graduate Certificate in Accounting

Health Care Management Concentration

Graduate Certificate in Health Care Management

Human Resource Management Concentration

Information Security Management Concentration

Graduate Certificate in Information Security Management

Marketing Concentration

Graduate Certificate in Marketing

Sport Business Concentration

Master of Science in Criminal Justice

Critical Incident Management Specialization

Forensic Science Specialization

Graduate Certificate in Criminal Justice Administration

Master of Science in Critical Incident Management

Master of Education

Educational Leadership Concentration
Instructional Leadership Concentration
Exceptional Student Education Concentration
Reading Concentration

Master of Science in Instructional Design

Education Specialist (Ed.S.)

Educational Leadership
Higher Education Leadership

Master of Social Work

Advanced Clinical Practice Concentration
Management Concentration

Master of Arts in Theology

Graduate Certificate in Theology
Undergraduate Certificate in Pastoral Studies available for diaconate students

EDUCATIONAL AND LEARNING GOALS

1. We expect students to demonstrate **intellectual growth**:

- Think critically and independently
- Make informed decisions
- Commit to lifelong learning
- Engage in problem solving
- Exercise reasoned judgment
- Develop quantitative skills
- Learn experientially
- Understand how living things and physical systems operate
- Prepare for graduate study

2. We expect students to demonstrate **effective communication skills**:

- Speak thoughtfully and respectfully
- Listen carefully
- Read critically
- Write clearly
- Present information well

3. We expect students to demonstrate **deepened spiritual values**:

- Understand Catholic and Benedictine values and traditions
- Commit to act in concert with one's values
- Respect differences in belief systems and values
- Show compassion and empathy
- Understand the relationships among humans, living things, the universe, and God
- Balance one's life

4. We expect students to **respond aesthetically**:

- Appreciate the beauty and balance in nature
- Develop creativity
- Demonstrate sensitivity
- Visualize creative potential

5. We expect students to **prepare for an occupation**:
 - Strive for excellence
 - Develop an international perspective
 - Become competent in managing people/tasks, responding to change, planning innovation, collaborating, applying technology, and acting fiscally responsible
6. We expect students to demonstrate **social responsibility**:
 - Act with integrity
 - Exercise personal responsibility
 - Respect all living things
 - Work for diversity both locally and globally
 - Build community
 - Commit to resource stewardship
7. We expect students to demonstrate **personal growth and development**:
 - Develop self-understanding
 - Learn to manage self
 - Deal with ambiguity
 - Exercise flexibility
 - Strengthen confidence and self-esteem
 - Learn persistence
 - Care for self and physical and spiritual well-being
 - Develop leadership
 - Foster a work ethic
8. We expect students to demonstrate **effective interpersonal skills**:
 - Value successful relationships
 - Participate effectively in group work
 - Cooperate
 - Engage in philanthropy
 - Volunteer

Academic Freedom Policy for Students

Academic freedom is the right of reasonable exercise of civil liberties and responsibilities in an academic setting.

It is the policy of Saint Leo University to give its students the freedom, within the bounds of collegial behavior, to pursue what seems to them productive avenues of inquiry, to learn unhindered by external or nonacademic constraints, and to engage in full and unrestricted consideration of any opinion. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding, and preserving this freedom.

In order to preserve the rights and freedoms of the students, the University has a formal process for adjudication of student grievances and cases of violations of the Academic Honor Code.

Academic Honor Code

As members of an academic community that places a high value on truth and the pursuit of knowledge, Saint Leo University students are expected to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Unless otherwise specified by the professor, students must complete homework assignments by themselves (or if on a team assignment, with only their team members). If they receive outside assistance of any kind, they are expected to cite the source and indicate the extent of the assistance. Each student has the responsibility to maintain the highest standards of

academic integrity and to refrain from cheating, plagiarism, or any other form of academic dishonesty.

Academic dishonesty is representing another's work as one's own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas and words of another as one's own or using the work of another without crediting the source.

The University will hold students responsible for safeguarding their work against plagiarism by others. For example, papers left on hard drives or flash drives are easily copied, and when two or more students submit papers that are essentially the same, it is often impossible to determine which version was written first and which was plagiarized. In cases of this nature, the actions of all involved will be reviewed by the appropriate Academic Standards Committee, and appropriate sanctions may be awarded to one or all students.

Questions of academic honesty are of great importance to Saint Leo University. Infractions are addressed by the Office of Academic Affairs. When there is a reason to suspect that a student has violated either the University's policy on academic honesty or the faculty member's specific codes as outlined in the course syllabus, the faculty member must discuss the charges and the evidence with the student. Without taking any punitive action, the faculty member will as soon as possible submit a written report of the suspected violation as follows:

1. For students enrolled in University College, the report goes to the Academic Standards Committee.
2. For students enrolled in the Graduate Programs, the report is sent to the Vice President for Academic Affairs, who in turn forwards it to the Graduate Academic Standards Committee.
3. For students enrolled in the Division of Continuing Education and Student Services, the report goes to the Center Director.
4. For students enrolled in the Center for Online Learning, the report goes to the Director of the Center for Online Learning.

The report of the faculty member will normally include these points:

1. The faculty member's charge against the student.
2. The evidence supporting the faculty member's charge.
3. A summary of the discussion between the student and the faculty member, including any admission or denial of guilt by the student.
4. A copy of the course syllabus.

Upon receipt of the faculty member's report, the Undergraduate Academic Standards Committee, the Graduate Academic Standards Committee, or an ad hoc committee appointed by the Continuing Education Center Director will schedule a hearing and inform the student, in writing, of the date and time of the hearing. The Committee will also enclose copies of the faculty member's report.

A student is not permitted to withdraw from a course while the infraction is under investigation. The student is required to attend the hearing. If the student does not attend the hearing, the Committee will render a default judgment with appropriate sanctions.

After reviewing the evidence and hearing the argument of both parties, the Committee will render a decision on the charge and determine any sanctions that are appropriate.

The sanctions for academic dishonesty, such as cheating on an examination, plagiarism, forgery of academic documents (including signing another's name), copying of computer programs or information and similar offenses, are as follows:

1. The minimum sanction for the first offense is a zero for the test or assignment, but the usual sanction is an F in the course in which the violation took place. No provision will be made for the student to receive a W.
2. The minimum sanction for the second offense is an F in the course, but the usual sanction is suspension or dismissal of the student from Saint Leo University.

The student may appeal the decisions of the Committee to the Vice President for Academic Affairs, who may accept or modify any finding, conclusion, or suggested sanction in the Committee's recommendation and issue the final decision of the University as soon as practical. The final authority rests with the Vice President for Academic Affairs.

It is the personal responsibility and obligation of each student to uphold the Academic Honor Code. Students are required to report any observed instance of academic dishonesty to the faculty member.

A new Online Academic Honor Code reporting system was established in fall 2007 for University Campus students, and instances of academic honesty may result in sanctions applied by the faculty member in the classroom. Students will be notified via the Online Academic Honor Code reporting system, and they will have the opportunity to appeal the allegation and/or decision.

Appellate Process

One of the five key elements of Saint Leo University's mission statement is a commitment to practice a student-centered philosophy of service. The University's objective is to courteously and consistently respond to students' questions and appeals in a timely manner.

Generally, the most effective resolution of a student's question will come from the University administrator or staff member most directly involved in the area of the student's concern. Thus, the first step in answering the student's question is to contact the appropriate office and individual. A departmental listing of individuals to contact regarding specific concerns may be obtained in the School offices, Continuing Education Center offices, the Office of Student Affairs, or the Office of Finance and Accounting. Students attending Continuing Education Centers make their initial contact with their Academic Advisor or the Center Director, who will provide any needed coordination with the Assistant Vice President and/or University Campus offices.

The University's first objective is to accommodate a student's request if so doing does not violate University policy or undermine academic or disciplinary standards. If this is not possible, the next objective is to provide the student enough information so that the student understands the reason for the decision. If the student wishes to appeal the decision, the student must do so **in writing** to the next level of appeal as shown on the departmental listing.

Appeals that are not resolved or explained to the student's satisfaction after the initial appeal(s) must be appealed **in writing** to the Vice President identified in each area within 15 days of the last contact with a University employee. The Vice President will review the student's appeal and render a final decision in writing within 10 days.

For students who are enrolled in a Continuing Education Center in Virginia, after all appeals are completed with the University, a student not satisfied with the University's decision may forward an appeal to the State Council of Higher Education for Virginia (SCHEV). The appeal must be in writing and sent to The Director, Private and Out-of-State Postsecondary Education, James Monroe Building, 101 North Fourteenth, Richmond, Virginia 23219. The appeal must be submitted no later than 30 days following the decision by the appropriate University Vice President.

Grade Point Average

The grade point average (GPA) is determined by first multiplying the credit hours attempted by the quality points earned and then dividing the total quality points earned by the total hours attempted. For example:

Course	Hours Attempted	Grade	Quality Points	Total Quality Points
FAS 101	3	A	(4.00)	12.00 (3 × 4)
SPA 111	3	B-	(2.67)	8.01 (3 × 2.67)
CHE 121	3	D	(1.00)	3.00 (3 × 1)
HTY 121	3	F	(0.00)	0.00 (3 × 0)
ENG 121	3	C+	(2.33)	6.99 (3 × 2.33)
	15			30.00

Grade Point Average: 30.00 / 15 = 2.0 GPA.

Note: Quality points are awarded only for courses taken in residence.

Grade Changes

A grade may be changed only by the faculty member administering the course. Changes in grades are permitted only when a computational or input error has been made. A grade change will not be made when a student turns in missing or late work after the last day of the semester/term unless an Incomplete was arranged. When a student elects to appeal a course grade that he or she believes to be improper, the student shall notify the course instructor within thirty (30) calendar days from the date that the grade is recorded. All grades are final three months after they are posted unless a grade appeal, as determined by the appropriate school Dean or the Vice President for Academic Affairs, is still in process.

Grade Appeal Procedures

The following procedures shall be adhered to reference grade appeals:

1. When a student elects to appeal a course grade that he or she believes to be improper, the student shall notify the course instructor within thirty (30) days from the date that the grade is recorded. If the issue is not resolved between the student and the instructor, the student may proceed to the next step.
2. The appeal must be submitted in writing to the instructor's Dean if for a University Campus student or to the Center or Graduate Director if for an off-campus, online student, or graduate student. The written appeal shall include all originals or copies of the work upon which the grade was based, a syllabus for the course, and a listing of all materials that were to have been graded for the course. The written appeal must also include the course grade the student believes he or she earned and the basis for such belief.
3. Upon receipt of the written appeal and corresponding materials upon which the grade was based, the following action will be taken:
 - a. for appeals filed by University Campus students, the instructor's Dean will assign a full-time faculty member in the appropriate discipline to conduct an assessment of the appeal.
 - b. for appeals filed by off-campus and online students, the student's Center Director will forward the appeal packet to the University Campus Dean who is responsible for the course discipline. The Dean will handle the appeal as noted in sub-section a above.

4. The assigned full-time faculty member will conduct a thorough assessment of the appeal, including communication with the student if deemed necessary. The list of all materials that were to have been graded for the course must be submitted to the original faculty member for review. If the reviewing faculty member determines there is clear and convincing evidence to support a grade change, the recommendation will be forwarded to the Vice President for Academic Affairs. Although the student filed the appeal for the purpose of being awarded a higher grade, the reviewing faculty member could determine that the instructor's original grade was in fact liberal; therefore, the recommendation would be to lower the grade. Should the reviewing faculty member find no clear and convincing evidence to support a grade change, he or she will forward the finding to the Dean, who will in turn notify the student in writing with copies to the Vice President for Academic Affairs and the Dean or Center Director who initiated the faculty review.

5. Upon receipt of a recommendation for a grade change from a reviewing faculty member, the Vice President for Academic Affairs will evaluate the recommendation and make a final determination concerning the student's grade. The student and the instructor will be notified in writing. Once a final decision has been made at this level, the student shall not have any further appeals. Any change of grade will be initiated by the Vice President for Academic Affairs through the Registrar's office.

All written grade appeals will be completed within sixty days from the date of receipt unless the Vice President for Academic Affairs grants an extension.

6. In those cases where the reviewing faculty finds no evidence to justify a change in grade, the student may appeal to the Vice President for Academic Affairs. Upon reviewing the appeal and faculty review, the Vice President for Academic Affairs will make a final, non-appealable decision. The student and instructor will be notified of the decision in writing.

7. All grades are final three months after they are posted unless a grade appeal, as determined by the appropriate school Dean or the Vice President for Academic Affairs, is still in process.

Grade Reports and Permanent Records

All official grade reports are available on the University's online student information system, known as eLion.

Permanent academic records of all students are maintained by the Registrar. Disciplinary records of University College students are maintained by Student Affairs. Disciplinary records of Division of Continuing Education and Student Services students are maintained by the Division of Continuing Education and Student Services. Disciplinary records of Graduate Program students are maintained by Graduate Programs.

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law which requires that the University maintain the confidentiality of students' educational records and establish a policy for annually notifying students of their rights under the law and how they may exercise those rights.

In accordance with FERPA, Saint Leo University allows access to a student's educational records to all University officials who have a legitimate educational interest in the student's records. The University does not disclose or allow access to any information from students' educational records to anyone outside the University **except** (a) to officials of another institution in which the student intends to enroll; (b) to authorized representatives of the comptroller general of the United States, the secretary of the United States, or state educational authorities; (c) to determine eligibility or for enforcement of financial aid programs; (d) to state agencies which require disclosure under state laws existing before November 19, 1974; (e) to organizations conducting certain studies for or on behalf of the University; (f) to accrediting organizations to carry out their functions; (g) to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954; (h) to

comply with a judicial order or lawful subpoena; (i) to appropriate parties in a health or safety emergency; (j) directory information as designated by the University; (k) as otherwise allowed by law; or (l) when the student has provided written consent.

For all outside disclosures of information that are made without the written consent of the student, the University maintains a record in the student's file of the name of the party who obtained the information and the legitimate interest which the person had in obtaining the information.

The University has designated the following as directory information: student name, address, telephone number, e-mail address, date and place of birth, major, minor, dates of attendance, degrees, awards and honors received, the most recent educational institution attended, participation in recognized activities, and height and weight of members of athletic teams. As stated above, directory information may be released without the student's prior written consent unless the student has requested that directory information be withheld by completing a Request to Withhold Directory Information Form, which may be obtained in the Office of the Registrar or in the Regional Continuing Education Center office. The request will remain on file until withdrawn by the student.

Students are notified of their rights under the act by accessing the FERPA information on the eLion online system. Students have the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is not satisfactory, and to submit explanatory statements for inclusion in their files if the decision of the hearing is unsatisfactory. Students wishing to review their educational records must make written requests to the Registrar listing the items of interest. The records will be provided within 30 days of the request. Students may request that copies be made of their records, with charges being assessed at the prevailing rate set by the Registrar.

Educational records do not include records of instructional, administrative, and staff personnel, which are the sole possession of the maker and are not accessible or revealed to any individual; records of the security department as they pertain to law enforcement; student health or psychological records; and employment records or alumni records that do not relate to the person as a student. A licensed physician selected by the student may review health records. In addition, students do not have the right to inspect or review the financial information submitted by their parents, confidential letters and recommendations to which the right of inspection has been waived, and educational records containing information about more than one student, in which case students will be permitted access only to the parts of the record that pertain to them.

Students who believe that their educational records as maintained by the University contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may request that the Registrar amend the records. The Registrar will review the request and render a written decision within 30 days of the request. If the student's request is denied, the student may request a formal hearing in writing. The hearing panel will be designated by the Vice President for Academic Affairs and will schedule a hearing within 30 days of the student's request. The student will be provided with a reasonable notice of the date, place, and time of the hearing. At the hearing, the student may present evidence relevant to the issues and may be assisted by persons of his or her choice, including attorneys, but at his or her own expense. The decision of the hearing panel is final and will be based solely on the evidence presented at the hearing. The decision will include a summary of the evidence and the reasons for the decision and will be forwarded to the student and all interested parties. If the decision requires that the student's record be amended, the appropriate University official responsible for maintaining the record will correct the record. If the student is dissatisfied with the decision of the panel, he or she may place a statement in his or her educational record commenting on the information in the record. Such statement will be released whenever the record is disclosed.

Transcript Requests

Official transcripts of the permanent record may be released to a student or to others with the student's written permission. Requests for transcripts must bear the student's signature (required by the Family Rights and Privacy Act of 1974). Each request must contain the student's Social Security number, number of transcripts required, and the complete mailing address to which each transcript is to be sent. The University will provide a transcript upon request and upon completion of at least one course with Saint Leo University.

Transcripts should not be requested until the grade report for the preceding term has been received. All incomplete work (I) must be completed by the conferral date. Transcript requests may be delayed until degree conferral has been completed. There is a \$7.00 fee for each transcript requested.

Students requesting transcripts must be financially cleared at the time the request is received by the Registrar for processing. If a student is clearing a financial obligation at the time of the request, clearance to release the transcript could take up to ten working days. If a student is financially cleared at the time the request is received, processing will be completed within two working days. All transcript requests should be ordered directly from the Registrar, MC 2278, P.O. Box 6665, Saint Leo, FL 33574.

Rush requests may be faxed to 352/588-8390 and must be paid by credit card only. To order using a credit card, the following information must be provided: type of credit card, account number, and expiration date. Rush and overnight delivery is available for an additional charge of \$32.00. Students may also submit transcript requests using eLion.

Saint Leo University students who transfer the University's credits or degree programs to other colleges or universities are advised to contact the receiving school concerning recognition. The receiving school will make the decision on transferability.

Academic Residence Requirements

To satisfy academic residence requirements for the master's and bachelor's degrees, students must complete a minimum of 30 credits at Saint Leo University. For the bachelor's degree, a minimum of 15 of the 30 hours required to be taken at Saint Leo University must be in the major. University College students must also be in attendance during the last two semesters. To satisfy academic residence requirements for the associate's degree, students must complete a minimum of 15 credits at Saint Leo University.

Students with a bachelor's degree awarded from another accredited institution must complete academic residence requirements and all other degree requirements. Students may not earn two bachelor's degrees unless the student fulfills the requirements of two majors for which two different types of bachelor's degrees are awarded, such as a bachelor of arts for a major in accounting and a bachelor of science for a major in biology.

Student Honor Societies

The Saint Leo University student honor society *Delta Nu* is a member of the Delta Epsilon Sigma National Scholastic Honor Society, which was founded in 1940 for students, faculty, and alumni of colleges and universities with a Catholic tradition. The purposes of the society are to recognize academic accomplishments, to foster scholarly activities, and to encourage a sense of intellectual community among its members. To be eligible for membership, a student must have acquired 60 credit hours, be able to demonstrate leadership and service to others, and maintain a grade point average of 3.50.

The *Alpha Alpha Alpha* chapter of Sigma Tau Delta, the international English Honor Society, was chartered in 1990 to brevet distinction upon undergraduates, graduates, and scholars in academia, as well as upon professional writers who have recognized accomplishments in linguistic or literary realms of the English language. To be eligible for membership, a student must have earned at least 45 hours of University credit, completed a

minimum of two University courses in English language or literature beyond the usual requirements in first-year composition, and earned a grade point average of 3.50 or better overall and in English.

Beta Beta Beta is the national honor society for the biological sciences. The Saint Leo University chapter, Sigma Omega, was chartered in 2003. The society is dedicated to improving the understanding and appreciation of biological study and extending the boundaries of human knowledge through scientific research. Members pledge themselves to promote scholarship in the biological sciences, to promote the dissemination of biological knowledge, and to encourage research. Since its founding in 1922, more than 175,000 individuals have been accepted into lifetime membership in the society, and more than 430 chapters have been established throughout the United States and Puerto Rico. Individuals seeking undergraduate membership in the society must be majors in the biological sciences; are normally at least in the second semester of their sophomore year; have completed at least three courses in the biological sciences, at least one of which is beyond the introductory level; and have maintained a GPA of "B" or better in their major.

Kappa Delta Pi is the international honor society in education. Founded in 1911, the purpose of the society is to recognize excellence and foster mutual cooperation, support, and professional growth for educational professionals. Membership has included such exceptional educators as John Dewey, Jean Piaget, Howard Gardner, Eleanor Roosevelt, Alfie Kohn, and Albert Einstein. Over 50,000 of the brightest scholars and practitioners are members today. The Saint Leo chapter, Alpha Delta Alpha, was chartered in 2007. To be eligible for membership, students must have a minimum GPA of 3.4 and be recognized for excellence not only in academics but also in service and in educational practice. The motto of KDP is "*So to teach* that our words inspire a will to learn; *So to serve* that each day may enhance the growth of exploring minds; *So to live*, that we may guide young and old to know the truth and love the right."

For community college transfer students, Saint Leo has an alumni chapter of *Phi Theta Kappa* (PTK), the international honor society of two-year colleges.

Psi Chi is the national honor society in psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association and American Psychological Society. Psi Chi functions as a federation of chapters located at more than 875 senior colleges and universities in the United States. The Saint Leo Psi Chi chapter was founded in 1997. The national organization's requirements for membership are completion of at least three semesters of college, completion of nine semester hours of psychology courses, registration for a major or minor in psychology, and undergraduate overall cumulative GPA of 3.00 and rank in upper 35 percent of their class (sophomore, junior, or senior) in general scholarship. Students also must have a 3.00 GPA in psychology courses.

Phi Alpha is the national honor society for undergraduate and graduate social work students. Established in 1960, there are currently 106 chapters in the United States. The purposes of Phi Alpha are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work. To be eligible for membership, one must declare social work as a major, have achieved sophomore status, complete nine semester hours of required social work courses, achieve an overall grade point average of 3.0 (on a 4.0 scale), and achieve a 3.25 grade point average in required social work courses.

The *Iota Gamma* is a chapter of the Phi Alpha Honor Society, which is a national honor society for social work students. The society was chartered in 1962 for the purposes of providing a closer bond among students of social work and promoting humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers. The requirements for membership are social work as a major, sophomore status, completion of

eight semester hours or 12 quarter hours of required social work courses, an overall grade point average of 3.0, and a 3.25 grade point average in required social work courses.

Pi Sigma Alpha is the national honor society for undergraduate and graduate political science students. There are currently over 500 established chapters at American colleges and universities. The Saint Leo University chapter is Omega Epsilon. The society contributes to University life through sponsored campus visits by political leaders, community forums on political issues, and student site visits. In 2002, Omega Epsilon received a national award as one of three outstanding chapters of Pi Sigma Alpha. To be eligible for undergraduate membership, an individual must have completed at least ten semester hours of work in political science, including at least one course at the upper-division level; maintained a GPA of "B" or higher in all political science courses; maintained general scholarship sufficient to be placed within the upper third of one's class; and fulfilled any additional requirements prescribed by the local chapter. Associate memberships are also available to students wishing to participate in chapter activities who do not as yet meet the national requirements.

Sigma Beta Delta, the international honor society in business, management, and administration, was founded in 1994. The Saint Leo chapter was established in 1994 as one of the founding chapters. Sigma Beta Delta was established to encourage and recognize scholarship and accomplishment among students of business, management, and administration and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Sigma Beta Delta espouses three principles: wisdom, honor, and meaningful aspirations. Sigma Beta Delta members are challenged to pursue wisdom throughout their lives, to accept honor as a constant companion throughout their lives, and to aspire to goals that will chart them on the path of wisdom and honor throughout their lives. Sigma Beta Delta inducts eligible students and qualified faculty based on their sustained scholastic and personal achievement in business, management, and administration and a dedication to the principles of wisdom, honor, and meaningful aspirations.

The National Society of Leadership and Success—*Sigma Alpha Pi*—began with a vision of its founder, Gary Tuerack, who wanted to build a community to truly impact lives in a positive and lasting way. He teamed together a nationwide effort of professional speakers and staff members at universities who believed in the mission of making a long-term positive impact in people's lives and began creating a program designed to offer continual motivation and support, with accountability steps to help people take the necessary actions to achieve their goals. The vision was to create a community where like-minded success-oriented individuals could come together to learn from and support one another. The vision included a supportive group dynamic with presentations from the nation's top presenters along with proven useful tools and strategies for achieving goals. The society began with 131 members at 16 chapters in the first year. As word of mouth spread and the offering improved, the society rapidly continued to grow, and still continues today. The society was chartered at Saint Leo University on April 23, 2008.

Theta Alpha Kappa (TAK), national honor society for religion studies and theology, exists to encourage, recognize, and help maintain excellence within the academic study of religion and theology. It does this primarily by recruiting and chartering local chapters in appropriate, qualified institutions of higher learning—which chapters, in turn, exist to pursue these same purposes in a local context through their various activities and induction of qualified students. Secondly, through its *Journal* and other programs, TAK seeks to pursue these purposes within a national and (hopefully in future) an international context. TAK is held to high standards in supporting and recognizing these scholarly pursuits by its status as a member society in the Association of College Honor Societies, as a related scholarly organization of the American Academy of Religion, as an affiliated society of the Council of Societies for the Study of Religion, and as a nonprofit, educational

corporation in the State of New York, In each case TAK has committed itself—through its incorporation papers and constitution—to these purposes and high standards.

Public Safety Honor Society (PSHS) is an international honor society for undergraduate and graduate criminal justice and/or public safety students. Established at Saint Leo University in 2008, the Public Safety Honor Society was formulated through the Society for Public Safety (SPS). The foundation for the Honor Society is enriched by the Global Proclamation of SPS as it is erected by five separate and distinct pillars, which are the supporting braces of five individual walls. Each wall is interconnected to one another and aids in the delineation of responsibilities to provide public safety to all humanity. The pillars—criminal justice, emergency management, fire science, psychology, and maritime—have thus shaped the five sides of the pentagon that formed the symbol of the Society for Public Safety and the Public Safety Honor Society. The organization's vision is to recognize academic excellence and to promote public safety awareness, educational growth, and professional growth. To be eligible for membership, one must declare criminal justice or a public safety program as a major, have completed 60 credits within that program, and maintain a 3.0 grade point average (GPA) on a 4.0 scale.

Alpha Phi Sigma is the only national criminal justice honor society for criminal justice majors. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as juris doctorate. The Association of College Honor Societies was organized on October 2, 1925, by a group of college and university teachers, administrators, and representatives of a few well-established honor societies. Its object was then and is now to consider problems of mutual interest such as those arising from the confusion prevailing on college campuses concerning the character, function, standards of membership, multiplicity, and undesirable duplication of honor societies; to recommend action leading to appropriate classification or elimination; and to promote the highest interest of honor societies. Alpha Phi Sigma was granted membership by the Association of College Honor Societies in 1980.

Disability Services

Saint Leo University is committed to a policy that provides an equal opportunity for full participation of all qualified individuals with disabilities in accordance with the ADA. The University prohibits discrimination on the basis of disability in admission or access to its educational programs and associated activities. Appropriate academic accommodations and services are coordinated through the Office of Disability Services, which is located in the new Student Activities Building. Students with disabilities who require accommodation should contact the office as soon as possible. Students seeking accommodations are responsible for providing the University with recent documentation of their disabilities at the time they are requesting services. Students may access the Policy and Procedure Manual through the Saint Leo website or visit the Office of Disability Services for a copy of the manual.

University Library Services

University Library Services provides instruction, information resources, and services needed by students pursuing their education and seeking an understanding of themselves, their world, and their Creator. The Daniel A. Cannon Memorial Library faculty and support staff offer direct personal assistance to all students, whether on the University Campus, at Continuing Education Centers, or at the Center for Online Learning. Library acquisitions are carefully selected to support the curriculum and to provide information resources in a variety of formats.

Located on the University Campus and overlooking Lake Jovita, the Daniel A. Cannon Memorial Library provides a welcoming environment for individual and group study and research. The three-level library building houses book, electronic, audiovisual,

and instructional materials collections as well as an extensive periodicals collection. Electronic resources complement and enhance traditional print and nonprint information resources. Workstations for accessing the library's online catalog (LeoCatVoyager) and multiple research databases are located throughout the building. Additionally, the fully automated library maintains an education resources center, a media services center, and a student computer lab. The Hugh Culverhouse Computer Instruction Center includes Sprint electronic classrooms and a video teleconferencing classroom. The University Archives are also housed in the library building.

Library faculty regularly conduct classes in information retrieval and library research skills. Because many students will use the library's resources from a distance, an online orientation to the library and its resources is available to all students wherever they are located. The online orientation includes tutorials on the use of LeoCatVoyager, research databases, Internet search engines, and other selected reference sources, as well as general information literacy issues.

The library web page (<http://www.saintleo.edu/Academics/Library>) offers remote access to the library's resources and services for off-campus students enrolled at Continuing Education Centers or the Center for Online Learning. This web page provides easy access to the library's information retrieval system, libraries of ebooks, and multiple research databases that include many full-text articles.

In addition to serving as the gateway to academic research for both distance learners and University Campus students, the library website includes an Ask-A-Librarian feature as well as links to selected reference sources available on the Internet. Online request forms further aid document delivery and interlibrary loan services, while a toll-free number to the reference desk affords direct person-to-person communication with a librarian concerning reference, database research, bibliographic search, circulation, inter-library loan, document delivery, and course reserve services.

Besides the resources of the Daniel A. Cannon Memorial Library, University Library Services also provides regional librarians for the Continuing Education Centers, as well as a librarian dedicated to serving the University's online program. Additionally, the Daniel A. Cannon Memorial Library establishes cooperative agreements with local libraries and host institutions for use of library resources by students enrolled in Saint Leo University Continuing Education Centers.

University Library Services are further strengthened by participation in networks and cooperatives for interlibrary loan exchanges throughout the United States and globally. The Cannon Memorial Library is a charter member of the Tampa Bay Library Consortium and a participant in Ask-A-Librarian, Florida's newest and largest collaborative online reference service. The library is also an active member of the Florida Library Information Network, ICUF Libraries, LIRN (Library & Information Resources Network), OCLC, and SOLINET.

Computer Usage Guidelines

University-owned or -operated computing resources are provided for use to faculty, students, staff, and authorized associates of Saint Leo University. All faculty, students, staff, and associates are responsible for use of Saint Leo University computing resources in an effective, efficient, ethical, and lawful manner. The following guidelines relate to the use of these computing resources:

1. Computing resources and accounts are owned by the University and are to be used for University-related activities. All access to computer systems managed by University Technology Services, including the issuing of passwords, must have prior approval.
2. Computing resources and accounts are to be used only for the purpose for which they were assigned and are not to be used for commercial purposes or non-University re-

lated activities. The continued use of an account after the student enrollment or faculty/staff/associate employment ends is considered a non-University related activity, except for e-mail accounts used by alumni.

3. Individuals must not use an account assigned to another individual, including student accounts, without written permission from either University Technology Services or the division that granted the account. Faculty, students, staff, and associates are individually responsible for the proper use of their accounts, including proper password protection and appropriate use of Internet resources. Allowing friends or nonauthorized individuals to use accounts, either locally or through the Internet, is a violation of these guidelines. It is recommended that account holder change the account password at least once per semester.
4. Data files are confidential. Computing Services or departmental staff may access others' files when necessary for the maintenance of University records, the maintenance of computing systems, or during investigation of serious incidents. The latter would require the approval by the appropriate institutional official, or as required by local, state, or federal law.
5. University computing resources may not be used to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, creed, or sexual orientation. Fraudulent, threatening, or obscene e-mail or graphical displays used to harass or intimidate others are prohibited. Chain letters, mass mailings, and repeated sending of e-mail after being requested to stop are also examples of inappropriate uses of University electronic communications resources. Users will abide by applicable federal and state laws.
6. No one should deliberately attempt to degrade the performance of a computer system, including network resources, or to deprive authorized users of resources or access to any University computer system in any way including the intentional distribution of spam or malware.
7. It is a violation of these guidelines to use unauthorized knowledge of a password to damage any computing systems, obtain extra computing resources, take resources from another user, gain access to computing systems, or use computing systems for which proper authorization has not been given—either on-campus or off-campus.
8. Software use must conform to copyright laws and licensing agreements.
9. For the protection of all Saint Leo University computer users, an individual's computer use privileges may be suspended or restricted immediately upon the discovery of a possible violation of these guidelines or other campus policies. Whenever possible, users whose computer access has been restricted or suspended will be notified of the restrictions and the means for resolving the matter. Individuals who violate these guidelines will be subject to sanctions as outlined in the University's Employee Handbook, Student Handbook, or Academic Honor Code. All such cases will be forwarded to the appropriate officer of the University for action.

Application for Graduation

Students must make formal application for graduation in their School office, the Graduate Studies office, or the Regional Continuing Education Center office. A fee is required for graduation, even if the student chooses not to participate in the graduation exercises.

In order to provide time for a thorough research of the applicant's record, the application must be submitted two semesters/terms prior to the anticipated graduation date in order to allow a degree audit.

The conferral date is determined upon completion of all requirements listed under **degree requirements** (see Chapter 2), including the completion of all incomplete work and receipt and posting of all transfer credit. The conferral date will be the day after the last day that all requirements are completed.

Commencement Exercises

Each year at the completion of the spring semester, the University holds formal graduation ceremonies with academic regalia at the University Campus and at the Continuing Education Centers. University College, Graduate Program, Center for Online Learning, and Weekend and Evening Program Center students who have met all the requirements of Saint Leo University for receipt of the master's or bachelor's degree and have met all financial obligations may participate in commencement ceremonies on University Campus. Students who have a maximum of two courses left for degree completion at the end of the spring semester may request permission from their School Dean or Center Director to participate in the commencement ceremonies if they can provide evidence that all remaining coursework will be completed by September 1 following graduation exercises.

The Continuing Education Centers have separate graduation and commencement ceremonies, although students receiving a bachelor's degree from a Continuing Education Center can request permission to attend the ceremony on University Campus. Requests are directed to the appropriate Assistant Vice President of the Division of Continuing Education and Student Services through the Center Director.

ADMISSIONS POLICIES AND PROCEDURES

Saint Leo University is committed to policies that ensure there is no discrimination on the basis of age, gender, race, color, creed, religion, national origin, or disability. The University prohibits discrimination on the basis of disability in admission or access to its educational programs and associated activities.

Students with disabilities requiring special services should identify themselves and their needs to the Office of Disability Services, Admission Office, Continuing Education Center, or Graduate Studies Office as soon as possible after receiving notification of their admission to the University.

Appeal of Admission Decision

Applicants denied admission to Saint Leo University may appeal the decision by filing a written request for review to the Vice President for Enrollment within 30 days of the decision. The applicant may submit additional documentation, which will be reviewed along with all previously submitted credentials. The applicant will be informed of the decision within 30 days of the receipt of the request for review.

Student Financial Assistance

For information about financial assistance, see Chapter 2.

STUDENT SERVICES

The Division of Student Services assists, nurtures, and supports students and their peer communities through programs and services that encourage intellectual, interpersonal, and spiritual development. The staff is strongly committed to the total development—mind, body, and spirit—of each student within our University community. This is accomplished through the development of a healthy and positive community that enables each student to develop social and interpersonal skills, foster leadership skills, explore career opportunities, cultivate sound ethical and moral principles, deepen spiritual commitments, and formulate a philosophy of life that embraces our Benedictine-inspired values of community, respect, excellence, personal development, responsible stewardship, and integrity.

Departments within the Division of Student Services are designed to assist a student's growth and development as a whole person by assisting all students in becoming more involved with campus activities and organizations. Saint Leo University recognizes that working with others through out-of-classroom projects, activities, and events develops

leadership, promotes community on the University campus and at the Division of Continuing Education and Student Services Centers, creates a vibrant student life experience, and generates strong school spirit for all.

Campus Life

As active members of the University community, students are encouraged, individually and collectively, to express their views on institutional policy and matters of general interest to the student body. University College students can participate in the formulation and application of institutional policy, affecting both academic affairs and student services, through standing committees, the Student Government Union, and numerous ad hoc committees and organizations. Any students concerned with an academic issue should contact the department director, School Dean, or Center Director. All issues concerning student life should be directed to the Assistant Vice President for Student Services.

Code of Conduct

Students' Rights and Responsibilities

As members of the Saint Leo University community, students can expect to be afforded certain basic rights and can also expect to be held accountable for certain basic responsibilities. Therefore, to maintain standards that contribute to the intellectual, spiritual, and moral development of students and ensure the welfare of the University community, Saint Leo University has established its Code of Conduct, part of which appears below.

Saint Leo University is an educational environment dedicated to fostering intellectual achievement, personal development, and social responsibility. The disciplinary system is an integral part of our educational process. While a University education is primarily academic and intellectual in nature, it also includes the development of core values that translate into responsible behavior. Students are expected to display respect for individuals and their rights within the Saint Leo University community setting. Persons at Saint Leo University locations are expected to express themselves through conduct that does not deny other individuals the freedom to express their own individuality socially, emotionally, intellectually, and spiritually, and does not deny other individuals their rights. Saint Leo University maintains the right to dismiss or suspend any student for reasons that the administration deems to be in the best interest of the University.

For the full text of the Code of Conduct, please go to www.saintleo.edu/Campus-Life/Code-of-Conduct.

Admission to Class

Faculty are required to admit to class only those students with appropriate documentation as directed by the Registrar.

Classroom Misconduct

Saint Leo University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government.

All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the Vice President of Academic Affairs.

Should a University community member encounter a disruptive student, the student shall be asked politely, but firmly, to leave the classroom (or wherever the locus of disruption). A University community member has the authority to do this if the student is acting in a disruptive manner. If the student refuses, the Vice President of Academic Affairs shall be notified.

Personal Abuse

All members of the University community and guests are entitled to be free from harassment, coercion, sexual harassment, threat, disrespect, and intimidation. Any statement or action that damages or threatens the personal and/or psychological well-being of a person will not be tolerated.

Personal abuse not only occurs when directed to the individual but can also occur in the presence of the individual.

Students who feel that they have been subject to personal abuse by a faculty member, staff member, or another student should report the incident to the Assistant Vice President for Student Services, School Dean, or Center Director.

OFFICE OF UNIVERSITY MINISTRY

Mission and Purpose

University Ministry serves the religious and spiritual development, as well as the personal and social justice concerns, of all the students, faculty, and staff of Saint Leo University. From the wisdom tradition of our Benedictine-inspired heritage, we emphasize the spiritual and religious importance of learning and learning well. From the world-engaging spirit of the Second Vatican Council, we encourage a spirituality where people claim and develop their natural and human gifts for the service of others, especially for the poor and forgotten. Because we are a Catholic university, we give special attention to nurturing the Catholic identity and self-understanding of Catholics in our community, as well as offering joyful and meaningful worship.

However, Catholicism is not an ideology we impose but a gift we share. Other members of the Saint Leo Community are always welcome to join any specifically "Catholic" activity that University Ministry offers. In actual fact, the majority of our activities, such as Samaritans (community service and social justice outreach), retreats, and mission/service trips, are strictly ecumenical—that is, open and welcoming to all Christians as well as to our brothers and sisters of the Jewish, Muslim, and other faith traditions.

As part of the larger mission of Saint Leo University, University Ministry supports and educates for our core Benedictine-inspired values of excellence, community, respect, personal development, responsible stewardship, and integrity. University Ministry especially promotes the Benedictine-inspired values of community building and hospitality on campus and in our residence halls. We emphasize in a positive way wherever we can that we truly are "our brothers' and sisters' keepers" (Genesis 5). Here at Saint Leo we are family and belong to one another. We are called to hold one another in sacred trust and never to violate that sacred bond. Thus, we affirm and call forth the best of one another as well as challenge any behavior or attitudes that destroy human dignity and community and our sense of joy of being part of the Saint Leo family.

This spirit of community building and cooperation leads University Ministry, Student Services, and Residence Life to share programs and to support one another's endeavors. University Ministry works with the President's Office and Academic Affairs in introducing new faculty and staff to our Catholic and Benedictine heritage. In terms of outreach to the larger community, University Ministry works very closely with our own Center for Catholic-Jewish Studies and with University Advancement and Alumni Relations to involve our friends and neighbors in the mission and activities of Saint Leo University.

Our social justice outreach comes from the Samaritans' volunteer and service opportunities throughout the year as well as from our Spring Break mission/service trips to Haiti, the Dominican Republic, and Mexico.

University Ministry Services

- Ensures the worship and ritual life for the University Community—Catholic Mass, memorials, and special events of a religious and patriotic nature.
- Trains and mentors young adults for lay leadership in the Catholic Church or in other Christian Churches through the Student Chaplain Program.
- Provides "mini courses" and other learning opportunities to explore and understand the Catholic faith.
- Offers volunteer service opportunities through the Samaritans and through the Spring Break mission/service trips to Haiti, the Dominican Republic, and Mexico.
- Offers retreats and other experientially based opportunities for spiritual and personal growth—deeper awareness of God, self, and others and integrating the mind-body-spirit connection.
- Provides and encourages Bible study, *lectio divina*, prayer groups, and faith sharing.
- Trains and educates liturgical ministers (readers, Eucharistic ministers, ministers of hospitality) to take an active role in Sunday Liturgy and at other schools' Masses.
- Mentors our new E-Ministry (electronic ministry) team, which puts technology and media at the service of University Ministry Liturgy and other events.
- Trains and educates student singers and musicians in "Voices of Christ," our student choir and band, to make Campus Liturgies and "Praise and Worship Nights" a joyful expression of faith.
- Fosters the musical and dramatic talents of our students through "Drama Ministry."
- Invites nationally known speakers to talk about contemporary issues in religion and/or in social justice.
- Offers sacramental confession, spiritual direction, and pastoral counseling.
- Provides sacramental preparation for marriage and for the other sacraments through the Rite of Christian Initiation for Adults (RCIA), including Baptism, Confirmation, and First Holy Communion.
- Offers pastoral care in times of illness (including hospital visits) during personal crises and other traumatic events, on the occasion of a divorce or death in the family, and in the case of serious illness or death of a friend, et cetera.
- Offers the Invocation at all "home" athletic events and provides special retreats and prayers for the various athletic teams.
- Offers monthly Eucharistic Adoration on the first Thursday and Friday of the month.
- Supports efforts to affirm and protect life from conception to natural death through our pro-life "Imago Dei" group.
- Through "Project Rachel," provides support and guidance for those who are suffering remorse after having had an abortion.
- In cooperation with the Counseling Center, offers help to women who are pregnant or who are victims of date rape.

For further information and updates, consult our website: www.saintleo.edu/umin.

CENTER FOR CATHOLIC-JEWISH STUDIES

It is the mission of the Center for Catholic-Jewish Studies to build mutual respect, understanding, and appreciation among Jews, Catholics, and all people of good will by providing opportunities for interfaith education and dialogue.

The Center is a collaboration of the American Jewish Committee and Saint Leo University. In a world of increasing religious intolerance, misinformation, and misunderstanding, the Center, its Board, and "The Friends of the Center" commit themselves with

passionate urgency to move in the opposite direction to build mutual respect, understanding, and appreciation between Jews and Catholics.

Because of our University roots as well as our commitment to community service, the Center offers a variety of interfaith education and dialogue resources and programming to serve clergy, congregations, classrooms (teachers and students at all levels), and the community at large. Examples include the following:

- The CCJS website provides a wealth of information and links to respected and reliable interfaith education and dialogue resources.
- Monthly electronic newsletters feature updates on Center programs and events, educational articles, and information of general interest in the field of Catholic-Jewish relations.
- Study group and programming resources for Jewish and Catholic communities include the respected "Walking God's Paths: Christians and Jews in Candid Conversation" video study program, endorsed by the U.S. Conference of Catholic Bishops and the National Council of Synagogues.
- Lectures and conferences address interfaith topics and featuring individuals of national acclaim in the field of interreligious studies.
- The CCJS sponsors visiting scholars and academic courses related to the field of Christian-Jewish studies.
- The CCJS presents its annual Eternal Light Award recognizing the contributions of outstanding leaders in the field of Catholic-Jewish relations.

These important resources are available to Saint Leo University's more than 14,000 undergraduate and graduate students in both traditional classroom and online formats.

Saint Leo University and the American Jewish Committee have undertaken a project for a collaborative partnership between Jews and Catholics. The Center was established at Saint Leo University in 1998 through a formal Memorandum of Agreement between the University and the American Jewish Committee. The Center concentrates its efforts to promote interfaith dialogue on contemporary problems and to address historical conflicts, as well as to educate the communities on the philosophical and theological understandings for the two faiths and their impact on modern society. The Center is open to all members of the community.

Board of Directors

David A. Hernandez, Ph.D., Chair

Paul Sper, Vice Chair

Michael L. Murphy, Secretary

William Brehm, Treasurer

Board Members

Barry M. Alpert

Rosemary Brehm

Thomas Buckridge

John T. Conroy, Ph.D.

Laurin Jacobson

Rabbi Jonathan R. Katz

Helen Kelly

Rabbi Gary Klein

Ruth Maass

Rev. Deacon C. Patrick Macaulay

Marilyn Naiditch

Father Len Piotrowski

Robert H. Rosenthal

Rabbi A. James Rudin

Carol B. Siegler
Morton A. Siegler

Directors Emeritus

Thomas Draude
Claire Sischy

Ex Officio Board of Directors

Dr. Arthur F. Kirk, Jr., Ed.D., President of Saint Leo University
Richard J. Sideman, President, American Jewish Committee
Sue A. Jacobson, President, West Coast Florida Chapter, American Jewish Committee
Fr. Anthony Kissel, Ph.D./S.T.D., Chair, Philosophy, Theology and Religion Department,
Saint Leo University
David Ostrander, Vice President of University Advancement, Saint Leo University

INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletic Program is conducted under the auspices of Saint Leo University, the Sunshine State Conference, and the National Collegiate Athletic Association (NCAA), Division II. The University offers competition for men in cross-country, soccer, basketball, baseball, tennis, lacrosse, swimming, and golf. The University offers competition for women in cross-country, soccer, volleyball, basketball, softball, tennis, swimming, and golf.

In order to participate in intercollegiate athletics, students must be free from academic or disciplinary probation. Athletes must earn a minimum of 24 credits per year. After the first year of competition, student-athletes must have at least a 1.8 grade point average. From year two and beyond, they must maintain a 2.0 grade point average. Students must ensure that professors are informed in advance of their scheduled absences. Freshman students must qualify for athletic participation under the NCAA by-law 14.3 as follows: successfully complete a high school core curriculum of at least 14 academic courses including at least three years in English, two years in mathematics, two years in social science, and two years in natural or physical science (including at least one laboratory class if offered by the high school), three years of additional core classes, as well as an 820 combined score on the SAT verbal and math sections or a sum score of 68 on the ACT. Transfer students must meet NCAA regulations, which vary depending on attendance at four-year or two-year institutions. The compliance coordinator at the University will handle transfers on a case-by-case basis.

To provide each University Campus student the opportunity for physical activity, the Marion Bowman Activities Center features a gymnasium with three basketball and volleyball courts, and a fitness center.

In addition to the Marion Bowman Activities Center, there are outdoor, lighted racquetball and tennis courts, lighted baseball and softball fields, a soccer/lacrosse field, and an outdoor basketball court. There is a practice soccer field/lacrosse/intramural field. Two commercial 18-hole golf courses are adjacent to the University Campus.

ALUMNI ASSOCIATION

The mission of the Saint Leo University Alumni Association is to foster a mutually beneficial relationship between Saint Leo University and its alumni by promoting active alumni participation and involvement through on-campus and regional programs; serving as an advocate for the university's mission, plans, and purpose; identifying and encouraging the enrollment of quality and diverse students; assisting in gathering philanthropic support; and recognizing university alumni and friends who are distinguished by their loyalty, professional achievement, and community service. In fulfilling this mission, the Saint Leo

University Alumni Association will ensure that all of its efforts and activities are consistent with the University's values, strategic objectives, policies, and procedures.

University College Academic Calendar 2010-2011

Fall 2010 Semester

August

M	16	Opening School Year Mass (8 a.m.)
M	16	International students—arrival
T	17	International students—Orientation begins
SA	21	New students—arrival and Orientation
SA	21	Student Affairs Orientation
SA	21	Matriculation Ceremony (2 p.m.)
SU	22	Residence halls open for returning students
SU	22	Freshman Trip
M	23	Student advising and registration (Fall 2010/Spring 2011)
T	24	Classes begin—mandatory attendance*
F	27	Last day to add/drop courses
SA	28	Community Service Day

September

TH	2	Mass of the Holy Spirit/Convocation—Abbey Church (11 a.m.) (Classes follow a modified schedule.)
M	6	Labor Day (No classes/University offices closed)

November

M	1	Registration for spring 2011
F	5	Focus the Nation (Classes follow a modified schedule.)
F	5	Graduation applications due for participation in May 2011 Commencement
M	8	Feast of Saint Leo
TH	11	Veteran's Day observation (Classes follow a modified schedule.)
M	15	Last day to withdraw from courses without failure
M–F	22–26	Thanksgiving Break
M	29	Classes resume

December

M	6	Last day of regular class schedule
T–F	7–10	Final exams
TH	9	Last day to withdraw from University without failure
SA	11	Residence halls close (7 p.m.)

Spring 2011 Semester

January

SA	8	New students—arrival and Orientation
M	10	Returning students—arrival
M	10	Student advising and registration
T	11	Classes begin—mandatory attendance*
F	14	Last day to add/drop courses
M	17	Community Service Day/Martin Luther King Jr. Celebration (no classes)

March

M–F	14–18	Spring Break
M	21	Classes resume
M	28	Advance registration for summer and fall 2011

April

TBA	TBA	Homecoming Celebration
M	11	Last day to withdraw from courses without failure
TH	14	Academic Excellence Day (Classes follow a modified schedule.)
T	19	Last day of regular class schedule
W–R	20–21	Final exams
F	22	Good Friday (No classes/University offices closed)
SU	24	Easter
M	25	Last day to withdraw from University without failure
M–T	25–26	Final exams (continued)
W	27	Residence halls close for non-graduates (11 a.m.)
W–F	27–29	Senior Days
F	29	Baccalaureate Mass
SA	30	Commencement
SA	30	Residence halls close for graduates

*Attendance at the first class meeting in each course is mandatory.

Note: The Academic Calendar is subject to change. The updated version is posted on the Saint Leo University website (www.saintleo.edu) under "Academics/Academic Events." For more information on the scheduling of graduate classes, see "Academic Term" in Chapter 2.

The University reserves the right to cancel a course for which there are insufficient enrollments. Students will be notified via e-mail or telephone, and any tuition and fees paid for a course that has been canceled will be refunded if the student does not register in a replacement course.

2: Programs of Study

As part of its mission as a University committed to serving community and student needs, Saint Leo University offers graduate degree and post-baccalaureate certificate programs in business, criminal justice, critical incident management, education, social work, and theology. Each of the programs is designed to assist professionals in meeting challenging career goals and to prepare them for the rapidly changing professional world in which they live and work.

Master of Business Administration

- Accounting Concentration
- Graduate Certificate in Accounting
- Health Care Management Concentration
- Graduate Certificate in Health Care Management
- Human Resource Management Concentration
- Information Security Management Concentration
- Graduate Certificate in Information Security Management
- Marketing Concentration
- Graduate Certificate in Marketing
- Sport Business Concentration

Master of Science in Criminal Justice

- Critical Incident Management Specialization
- Forensic Science Specialization
- Graduate Certificate in Criminal Justice Management

Master of Science in Critical Incident Management

Master of Education

- Educational Leadership Concentration
- Instructional Leadership Concentration
- Exceptional Student Education Concentration
- Reading Concentration

Master of Science in Instructional Design

Education Specialist

- Educational Leadership Concentration
- Higher Education Leadership Concentration

Master of Social Work

- Advanced Clinical Practice Concentration
- Management Concentration

Master of Arts in Theology

- Graduate Certificate in Theology
- Undergraduate Certificate in Pastoral Studies available for diaconate students

ADMISSION REQUIREMENTS

Applicants wishing to pursue graduate studies at Saint Leo University must have a bachelor's degree from a regionally accredited institution. Admission decisions are competitive and based on consideration of all criteria. Candidates who, in the judgment of the University, clearly show the potential for success in graduate work will be accepted for admission. Each graduate program has special admission requirements. Applicants are evaluated individually. The candidate's motivation, maturity, work experience, and leadership qualities are carefully considered along with academic records and test scores. Applications should be submitted 60 days prior to the beginning of the term in which the applicant wishes to enroll.

Master of Business Administration— Weekend and Online Programs

1. Complete and submit application form.
2. Submit U.S. \$75 application fee, which is neither refundable nor applicable against other school fees.
3. Submit official transcripts from all post-secondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission. A U.S. \$225 credential evaluation fee or United States equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and are on file at the University.
4. Two professional recommendations from work associates completed on the forms provided. Work associates include current and former supervisors.
5. Current résumé.
6. Statement of professional goals.
7. Applicants are normally expected to have five or more years of progressively responsible professional work experience and can be admitted:
 - a. If the applicant has a minimum 3.0/4.0 GPA in his or her last 60 hours of coursework from a regionally accredited college or university *and* five years of progressive career advancement based on evaluation of current résumé.
 - b. If the applicant has a minimum 3.0/4.0 GPA in his or her last 60 hours of coursework from a regionally accredited college or university and does not have five years of progressive career advancement, but instead has a minimum GMAT score of 500. Official GMAT test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not accepted.
 - c. If the applicant has less than 3.0/4.0 GPA in his or her last 60 hours of coursework from a regionally accredited college or university and a minimum of five years of career advancement based on evaluation of the applicant's current résumé and goal statement, the decision is made by the Director of Graduate Business Studies, who may recommend admission to the Office of Graduate Admission. If accepted, the student will be given a conditional admission that allows the student to take only one course during his or her first enrolled term, and the student must earn a grade of B or higher to continue in the program.
 - d. Applicants who do not have a bachelor's degree from a regionally accredited college or university will not be admitted.
8. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
9. Contingent admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
10. After the application has been processed, the Director of Graduate Admission **may** contact the applicant for a personal interview.

Master of Science in Criminal Justice

1. Complete and submit application form and \$75 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.
3. Official transcripts from all post-secondary institutions previously attended, sent directly to the Director of Graduate Admission from the former institution. Graduates or

former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.

4. Conditional admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
5. Completed applications will remain active for two years.

Master of Science in Critical Incident Management

1. Complete and submit application form and \$75 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director.
3. Official transcripts from all post-secondary institutions previously attended, sent directly to the Director of Graduate Admission from the former institution. Graduates or former Saint Leo University students do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. Conditional admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
5. Completed applications will remain active for two years.

Master of Education

Master of Science in Instructional Design Education Specialist

1. Complete and submit application form.
2. Submit U.S. \$75 application fee, which is neither refundable nor applicable against other school fees.
3. A 3.0 or higher GPA in the last 60 hours of upper-division work that led to the bachelor's degree (all master's degree coursework for the Ed.S.) from a regionally accredited institution or a minimum score of 1000 on the Graduate Record Examination (GRE) or a minimum score of 410 (68th percentile) on the Miller Analogies Test (MAT) will be required. Official test results should be mailed directly to the Director of Graduate Admission. Test scores more than five years old are not usually accepted.
4. Two professional recommendations. At the time of admission to the Florida state-approved educational leadership master's program, the student must secure a high-performing school principal, veteran assistant principal, or district-level administrator to serve as mentor during the program of study. This agreement must be in the form of a letter on school or district stationery signed by the prospective mentor. Florida state-approved educational leadership master's candidates must meet applicable state of Florida ESOL requirements prior to completing their degree program.
5. Current résumé.
6. Statement of professional goals. This statement must clearly outline the applicant's educational and professional goals.
7. Submit official transcripts from all post-secondary institutions previously attended, foreign and/or U.S. institutions, directly to the Director of Graduate Admission. A U.S. \$225 credential evaluation fee or U.S. equivalency evaluation must accompany transcripts from foreign institutions certified by an approved evaluation service. Graduates or former students of Saint Leo University do not need to submit transcripts if they have previously submitted them and they are on file at the University.
8. Copy of the applicant's valid professional teaching certificate, unless waived. A professional teaching certificate is required for the Educational Leadership Concentration and M.Ed. with Reading Concentration. Master of Science in Instructional Design candidates are exempt from only this requirement. Candidates for the Exceptional Student Education concentration are expected to have the ESOL endorsement.

9. All international students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based test) or 213 (computer-based test) or 80 (Internet-based test). Applicants holding an undergraduate degree from an academic institution within the United States, an English-speaking country, or from an institution where the language of instruction is English are not required to take the TOEFL examination.
10. Contingent admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
11. After the application has been processed, the Director of Graduate Admission **may** contact the applicant for a personal interview.
12. Completed applications will remain active for two years.

Master of Social Work

Two Year Full-Time Program (Regular)

1. A 3.0 GPA in the undergraduate degree. If GPA is below 3.0, submit GRE or MAT scores. Must achieve a minimum score of 1000 or higher on the Graduate Record Examination or a minimum score of 410 (68th percentile) or higher on the Miller Analog Test (MAT). Official test results should be mailed directly to the Director of Graduate Admissions. Test scores must be less than five years old.
2. An undergraduate degree from an accredited institution with a broad liberal arts preparation with at least 21 semester hours in social and behavioral sciences and 6 credits in each of the following: the natural sciences, the humanities and visual and performing arts, and quantitative reasoning.
3. A course with human biology content and a course in statistics.*
4. Complete Saint Leo University graduate school application.
5. Submit a \$75 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. They must arrive in envelopes sealed by the Registrar.
7. Provide three letters of recommendation. Recommendations should include one academic source, one professional source, and one additional source from either of the above.
8. Résumé.
9. A personal statement of 3-5 double-spaced, typewritten pages addressing the following three questions:
 - a) What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical social work practice and management, help you to achieve your goals?
 - b) What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
 - c) What other personal or professional experiences or qualities do you see as aiding you in your goals?
10. Social Work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability.

Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW Program.

11. A personal interview and/or additional information as requested by the program's admission committee.

*SLU alumni who have completed their undergraduate program by completing SCI 102 are required to take SCI 103. This course must be completed before or within the first academic year of the program.

One Year Full-Time Advanced Standing Program

Applicants seeking admission to the Advanced Standing Program must meet all the following admission requirements:

1. A bachelor's degree in social work (BSW) from a CSWE-accredited social work program within the last five years.
2. An undergraduate cumulative GPA of 3.25.
3. Attained A's and B's in all junior- and senior-level social work courses.
4. Complete Saint Leo University graduate school application.
5. Submit a \$75 application fee, which is neither refundable nor applicable to other school fees.
6. One official copy of all academic transcripts, including undergraduate and graduate coursework. Transcripts must arrive in envelopes sealed by the Registrar.
7. Three letters of recommendation from those who can comment on your academic abilities. One of the three professional letters of reference required must be from the BSW field director/coordinator/liaison or BSW program director, or the agency-based field supervisor where the applicant completed his or her BSW field internship.
8. Submit a copy of the senior fieldwork evaluation from your undergraduate social work program. If the evaluation is no longer on file, submit a letter from the social work department describing the following: practicum setting, types of clientele and/or groups of clientele, duties performed, and final grade. If you have not entered your internship, submit the social work professional skills form completed by your employer or a BSW social work faculty member who can attest to your generalist practice skills.
9. Résumé.
10. A personal statement of 3-5 double-spaced, typewritten pages addressing the following three questions:
 - a) What are your specific professional goals? How would the Saint Leo University Master of Social Work Program, with its emphasis on advanced clinical social work practice and management, help you to achieve your goals?
 - b) What particular personal strengths do you bring to the social work profession? What limitations do you perceive you have? How have both been demonstrated?
 - c) What other personal or professional experiences or qualities do you see as aiding you in your goals?
11. Social work practicum and employment agencies frequently require criminal background checks for students and employees. While past convictions do not necessarily preclude admission to the MSW Program, they may affect availability of practicum placements and future employability.

Have you ever been convicted of a felony or any crime that involved harm or the threat of harm to another person? If yes, describe the circumstances that led to the court action, the year of conviction, and an explanation of your plans to cope with potential limitations on your practice of social work once you graduate from the MSW Program.
12. A personal interview and/or additional information as requested by the program's admission committee
13. Be in good standing at the last institution attended.

Master of Arts in Theology

1. Completed application form and \$75 application fee.
2. Bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 on a 4-point scale, unless otherwise approved by the Director of the program.
3. Official transcripts from all post-secondary institutions previously attended sent directly from the former institution. Graduates or former students of Saint Leo University do not need to submit transcripts if they have been previously submitted and are on file at the University.
4. A letter of application indicating interest and desire to pursue this program, previous and present experience in ministry, and future directions in ministry after Master of Arts in Theology program.
5. For those engaged in ministry, a letter of recommendation from one's supervisor such as a pastor or supervisor in ministry. This requirement is waived for candidates to the Permanent Diaconate already screened by their respective diocese. For those not engaged in ministry, a letter of recommendation from an appropriate supervisor will be considered.
6. Conditional admission as non-degree-seeking students may be granted only for up to six semester hours of graduate work.
7. Completed applications will remain active for two years.

DEGREE REQUIREMENTS

Students come under the academic requirements of the University catalog in effect at the time of matriculation. Normally, these requirements must be completed within five years from the date of first attendance. A student may choose to fulfill graduation requirements of a newer catalog but may not revert to the original catalog once the change is made.

Coursework at the graduate level is held to a higher caliber than undergraduate work. Graduate work requires more research skills, more in-depth and applied knowledge, and mastery of a field or discipline. Therefore, Saint Leo University will not apply undergraduate coursework towards graduate coursework. In addition, to be admitted into a graduate degree program, a student must have earned a 4-year bachelor's degree; therefore, no graduate-level work may be applied toward an undergraduate degree.

The following are the requirements that students must complete to earn a degree in their discipline.

Master of Business Administration

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the MBA core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Demonstrate competence in reading, writing, oral communication, and computational skills;
5. Fulfill the residency requirement of 30 graduate semester hours;
6. Satisfy all financial obligations to the University; and
7. Apply for graduation in the office of Graduate Business Studies.

Master of Science in Criminal Justice

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the criminal justice core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;

4. Successfully complete a comprehensive project;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 30 graduate semester hours;
7. Satisfy all financial obligations to the University; and
8. Apply for graduation in the office of Graduate Criminal Justice Studies.

Master of Science in Critical Incident Management

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the critical incident management core curriculum;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Successfully complete a comprehensive project;
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 30 graduate semester hours;
7. Satisfy all financial obligations to the University; and
8. Apply for graduation in the office of Graduate Studies in Criminal Justice.

Master of Education

Master of Science in Instructional Design Education Specialist

1. Complete a minimum of 36 to 42 graduate semester hours or the minimum specified in the student's degree program;
2. Successfully complete all courses in the core curriculum and applicable concentration;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Pass a comprehensive, multi-faceted written examination designed to assess outcomes (for Florida state-approved educational leadership candidates in the master's educational leadership concentration, passing the Florida Educational Leadership Examination is a degree requirement; the comprehensive examination for Florida state-approved educational leadership candidates is not an option);
5. Pass the appropriate State of Florida ESOL requirements and Certification Test(s) (Professional Education Exam, General Knowledge Exam, and/or Subject Area Exam for ESE, Reading, or MAT);
6. Fulfill the residency requirement of 30-33 graduate semester hours as outlined in the student's degree program;
7. Demonstrate competence in reading, writing, oral communication, and computational skills;
8. Satisfy all financial obligations to the University; and
9. Apply for graduation to the office of Graduate Studies in Education.

Master of Social Work

1. Complete 62 graduate semester hours as prescribed by the program of study for the two-year program and 32 graduate semester hours for the advanced standing program;
2. Successfully complete all courses in the required curriculum;
3. Maintain a minimum cumulative grade point average of 3.0 each semester of the program;
4. Exhibit clear thinking and competence in written and oral expression;
5. Exhibit evidence of emotional maturity, concern for people, and capacity for self-awareness and personal growth;

6. Follow acceptable standards of professional conduct according to the NASW code of ethics, effective integration of practice skills necessary for professional social work practice, and satisfactory academic standing;
7. Satisfy all financial obligations to the University;
8. Apply for graduation to the MSW Graduate Office.

Master of Arts in Theology

1. Complete a minimum of 36 graduate semester hours;
2. Successfully complete all courses in the theology core curriculum and two electives;
3. Attain a minimum cumulative grade point average of 3.00 with no more than two grades of C in required coursework;
4. Successfully complete a comprehensive project in ministry (as part of THY 580);
5. Demonstrate competence in reading, writing, oral communication, and computational skills;
6. Fulfill the residency requirement of 30 graduate semester hours;
7. Satisfy all financial obligations to the University; and
8. Apply for graduation in the Office of Graduate Theology.

ACADEMIC POLICIES

Academic Advising

All graduate students are assigned an academic advisor who will assist in course scheduling. Although the advisor will assist, the student is personally responsible for meeting all degree requirements for graduation.

Registration

Students register for courses during the registration period before the beginning of each semester or term. Registration may be completed in person, by mail, by facsimile, or online. Registration should be completed 15 days prior to the first class meeting.

The Saint Leo University MBA weekend program and the Master of Social Work Program (MSW) are based on a cohort model of student matriculation. These programs follow a planned course sequence. The course schedule is predetermined to assist students in building increasing levels of proficiency. Students entering the programs are expected to follow the specific course sequence laid out by the faculty. Student petitions to be exempt from the required sequence are considered on a case-by-case basis. No exemptions are made in the Master of Social Work Program.

Saint Leo University reserves the right to cancel the registration of any student who fails to conform to the rules and regulations prescribed in the University catalog or other relevant University documents.

The University also reserves the right to cancel a course for which there are insufficient enrollments. Students will be notified via e-mail or telephone, and any tuition and fees paid for a course that has been canceled will be refunded if the student does not register in a replacement course.

Pre-assignments

Most graduate courses have a pre-assignment that must be completed before the first class session.

Criminal Justice Orientation

Those students enrolled in the Master of Science in Criminal Justice Program and/or the Certificate in Criminal Justice Management must take the Master of Science in Criminal Justice Orientation Program before taking any classes. It is the student's responsibility to review the orientation program and comply with its material. The orientation program information will be provided by Graduate Admissions upon acceptance into the program.

Critical Incident Management Orientation

Those students enrolled in the Master of Science in Critical Incident Management Program must take the Master of Science in Critical Incident Management Orientation Program before taking any classes. It is the student's responsibility to review the orientation program and comply with its material. The orientation program information will be provided by Graduate Admissions upon acceptance into the program.

Class Attendance

An educational program centered upon classroom instruction is predicated on the concept of regular class attendance. In support of this concept, the following principles and procedures are practiced:

1. Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings.
2. Students whose attendance becomes unsatisfactory to the extent of adversely affecting their course performance are informed by their instructor and may be dropped from the course.
3. Minor children of a faculty member or student are not permitted in the classroom during regularly scheduled class meetings.

Final Examinations

Weekend Programs

Final examinations are scheduled during the last class period of the semester. Students are not permitted to take final examinations before that time.

Grading

Course grades are assigned based on the degree to which the student fulfilled the objectives of the course and are evaluated as follows:

		Quality Points per Semester Hour
A	95%–100% Exceptional	4.0
A-	90%–94% Excellent	3.67
B+	86%–89% Very Good	3.33
B	83%–85% Good	3.0
B-	80%–82% Fair	2.67
C	75%–79% Marginal	2.0
F	Below 75% Failure	0.0
I	Incomplete	0.0
W	Withdrawal	0.0
WE	Withdrawal Excused	0.0
AU	Audit	0.0

Unless approved by the appropriate school Dean, incomplete work (I) is counted as a failure (F) if the work is not completed by the end of the following term. An incomplete grade (I), once completed, will reflect the same term date the course was originally taken; however, a degree conferral date will be determined by the actual date the incomplete work was completed.

The grade of C is marginally acceptable for graduate work. Students may earn a C in only two courses during their graduate career at Saint Leo University. Any additional graduate course in which a student earns a grade of C or lower must be retaken, and a grade higher than a C must be earned before the end of the program. Any courses in which a grade of F is earned must be repeated. It is the student's responsibility to have a mini-

mum GPA of 3.0 at the time of graduation and to ensure no more than two classes are passed with only a grade of C. Students who do not meet these requirements will not be eligible for graduation.

For the Master of Business Administration, Master of Science in Criminal Justice, Graduate Studies in Education, Master of Social Work, and Master of Theology programs, the grade of F is not acceptable for graduate academic work. Students in the Master of Social Work Program must maintain a cumulative GPA of 3.0 each semester to remain in the program. If a student receives a grade of F in a class for any reason, that student **must** retake that course in the next term in which the student is enrolled and the course is available, unless otherwise approved by the director of that particular program. The course should be the only class in which the student is enrolled. Transferring credit into Saint Leo University from another school to replace the F grade is not permitted. If the student has enrolled in classes prior to the F grade being delivered, the student shall be administratively withdrawn from the classes, with no financial penalty to the student. An additional F grade for any reason shall result in the student being suspended from the respective program due to academic deficiencies.

Students who wish to request an incomplete (I) grade in any graduate course must do so in writing. The written request must be sent to the course instructor before the end of the term. If the instructor believes that the request is justified, the written request shall be forwarded with the instructor's approval to the appropriate graduate program director. This documentation will be kept in the student's permanent record. It is recommended that the student keep a hard copy of the request and the instructor's agreement.

Readmission

Suspended students may apply for readmission after one year. The petition for reinstatement must be submitted to the director of the relevant graduate program at least one month before the intended date of reentry to the University. The petition must include a written statement from the student identifying the factors that led to the suspension and the actions that have been or will be taken to improve future academic performance. In addition to this statement, the student must obtain a written recommendation from at least one faculty member teaching in the graduate program.

The director of the graduate program will approve or disapprove the petition for reinstatement and will determine the conditions of reinstatement. Such conditions may include remedial courses at the undergraduate level and/or enrollment in only one graduate course per term.

Academic Dismissal

Graduate students whose academic standing is so poor that, in the judgment of the University, improvement is unlikely will be academically dismissed. Dismissal is permanent termination of student status from Saint Leo University. Students who have been dismissed may not be readmitted to the institution under any circumstances.

Library

Extensive information resources are available in the Daniel A. Cannon Memorial Library. Call 352/588-8258 for library hours, or visit the library website at www.saintleo.edu/library. The Hugh Culverhouse Computer Instruction Center has three large, state-of-the-art microcomputer classrooms for use by graduate students. They are located on the lower level of the library, as is also a Video Teleconferencing Classroom. For University Campus and online graduate students, the library is designed to aid academic research through remote access at www.saintleo.edu/library.

Computer Specifications

Saint Leo University highly recommends that all students have the following:

Hardware

- Pentium 4 or higher PC
- Windows XP or Windows 7
- Internet Explorer 7.0 or higher
- Video display 800 x 600 or greater
- 1 gigabyte of RAM or higher
- wired or wireless ethernet
- Internet service provider (broadband recommended)
- Sound card and speakers
- CD/DVD-ROM

Software

- Microsoft Word 2007, Excel 2007, Access 2007, and PowerPoint 2007 (or 2010 versions)
- Adobe PDF 9.0
- Adobe Flash Player 10.0

Please note that there may be software components accompanying textbook materials that are not MAC compatible. Students may experience problems using these tools as a result. Saint Leo University cannot be held responsible for students experiencing difficulty with software components that are not MAC compatible.

Students must use only Microsoft Word, PowerPoint, or Excel for submitting their papers, projects, etc. All other types of programs are not permitted unless otherwise specified and approved by the professor.

Technical support for the MBA Program can be reached at 866/501-1636, 24 hours a day, 7 days a week.

Technical support for all other programs can be reached at 866/404-1595, 24 hours a day, 7 days a week.

Research Reference Requirements

Those students enrolled in the Master of Science in Criminal Justice Program and/or the Certificate in Criminal Justice Management, the Master of Science in Critical Incident Management, the Master of Education, Instructional Design, Education Specialist, and Master of Social Work program are permitted to use only the American Psychological Association (APA) format for referencing material. All other formats—e.g., Chicago or MLA—will not be permitted unless otherwise specified by the professor.

Transfer Credit

Saint Leo University recognizes credit only from regionally accredited institutions. Up to six credit hours of graduate coursework completed at other institutions may be accepted toward the master's degree requirements if such coursework is determined to be content equivalent to one or two of the required courses in the curriculum. The MSW two year program does not accept any transfer credit. Only graduate work in which the student earned a grade of B or higher will be transferred to fulfill degree requirements. No quality points are awarded for transfer credit. Credit that was earned five or more years ago will be considered on a course-by-course, case-by-case basis at the time the transfer evaluation is prepared. The student must make a written request for the evaluation of transfer credits and must provide official transcripts and other supporting information requested. Evaluation of transfer credits will be made only after the student has applied for admission and paid the application fee.

No graduate credits from another institution will be accepted towards our graduate programs once the student has been accepted into the program unless approved in writing by the director of the relevant graduate program.

Independent and Directed Study

No independent study coursework will be accepted for transfer credit. However, students are strongly encouraged to conduct and publish scholarly work while enrolled in the program. Students may request a faculty member to serve as their research mentor.

ACADEMIC TERM

Weekend Classes

Three terms are offered each year for the weekend programs. Classes are held, for the most part, every other weekend on Saturday morning and afternoon, or Sunday morning and afternoon. In addition, Graduate Education courses may be offered on weeknights. Students should consult with their assigned academic advisor to best select the courses to fit their career goals. Students must complete the program within five years of their initial enrollment.

Master of Business Administration

Master of Education

Education Specialist

Master of Arts in Theology

Online Classes

Classes are offered in eight-week terms. The course sequencing is relatively flexible, with the exception of a few prerequisites. Check the individual course descriptions for those prerequisites. There is some choice in course selection, and students should consult with their assigned academic advisor to best select the courses to fit their career goals. Students must complete the program within five years of their initial enrollment.

Master of Business Administration

Accounting Concentration

Graduate Certificate in Accounting

Health Care Management Concentration

Graduate Certificate in Health Care Management

Human Resource Management Concentration

Information Security Management Concentration

Graduate Certificate in Information Security Management

Marketing Concentration

Graduate Certificate in Marketing

Sport Business Concentration

Master of Science in Criminal Justice

Critical Incident Management Specialization

Forensic Science Specialization

Certificate in Criminal Justice Management

Master of Science in Critical Incident Management

Master of Education

Master of Science in Instructional Design

Master of Social Work

The Master of Social Work Program classes are offered in sixteen-week semesters. The Master of Social Work offers a required sequence of courses. Check the individual course descriptions for course prerequisites.

Non-Weekend Classes

Master of Arts in Theology

The Theology Program for the Roman Catholic Diocese of Savannah, Georgia, Richmond, Virginia, Orlando, Florida, and Saint Petersburg, Florida, is offered one weekend per month.

Course Load

Master of Business Administration

Master of Science in Criminal Justice

Master of Science in Critical Incident Management

Master of Education

Master of Science in Instructional Design

Education Specialist

Master of Social Work

The two-year campus weekend programs: The semester course load that a student may take and still be considered full time is six credit hours (two courses). A student may take three credit hours as a part-time student. Six credit hours per semester are generally the maximum course load allowed, unless otherwise approved by the director of the respective program. However, Master of Education students may take nine credit hours during the summer term. Directed studies are generally not permitted.

The center resident program: The course load that a student may take and still be full time is three semester credit hours per eight-week term.

The online programs: The course load that a student may take and still be considered full time is three semester credit hours per eight-week term. An absolute maximum of three courses per term is allowed with director's permission. Following a two-per-term pattern, the students can complete the Master of Business Administration or Master of Education program in one year or six terms.

The blended programs in Education: The course load that a student may take and still be considered full time is three credit hours per eight-week term.

The academic program director or departmental chair has sole authority and approval in academic matters including, but not limited to, transfer credit approval, course load and sequence, directed studies, and course substitutions. Academic matters are considered on a case-by-case basis. Students who fail to register for a minimum of one course in two consecutive sixteen-week semesters will be considered inactive. Readmission to program will require director's approval, including reapplication.

Master of Arts in Theology

The course load for a full-time student is three credit hours per eight-week term or six credit hours per fifteen-week semester. Students may take no more than two courses per term (six semester hours), except with the approval of the director and upon the recommendation of the student's advisor.

Master of Science in Criminal Justice

Traditional Resident Program

This program was developed to be a two-year program of study. In this manner a student can take a maximum of two classes per semester or one online class per term. The course load that a student may take and still be considered full time is three credit hours per eight-week term or six credit hours per fifteen-week semester.

Accelerated Program

The accelerated program is designed so a student may complete the Master of Science in Criminal Justice program in less than the two years. This is **not** recommended, and a stu-

dent must have special permission each term or semester to take more courses than permitted in the Traditional Program. In order to receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of Graduate Studies in Criminal Justice.

Master of Science in Critical Incident Management

Traditional Program

This program was developed to be a two-year program of study. In this manner a student could take a maximum of two classes per semester or one online class per term. The course load that a student may take and still be considered full time is three credit hours per eight-week term or six credit hours per fifteen-week semester.

Accelerated Program

The accelerated program is designed so a student may complete the Master of Science in Critical Incident Management program in less than the two years. This is **not** recommended, and a student must have special permission each term or semester to take more courses than permitted in the Traditional Program. In order to receive approval for the Accelerated Program, a letter petitioning this request must be sent to the Director of Graduate Studies in Criminal Justice.

Master of Social Work

The course load for a full-time student is six credit hours per sixteen-week semester. Students need to take the required courses per semester to progress successfully through the program.

FINANCIAL INFORMATION

Financial Assistance

Graduate students, enrolled at least half time in a degree program, are eligible to receive federal financial aid. Federal grants are restricted to students enrolled in undergraduate programs.

The Federal Stafford Loan program is available to graduate students. All eligible students may receive a Stafford Loan regardless of financial need. Financial need is used to determine eligibility to receive a subsidized Stafford Loan. Students not qualifying for a subsidized loan may receive an unsubsidized loan. Interest accrues on unsubsidized loans while a student is enrolled in school and during grace periods. When a borrower of any Stafford Loan ceases to be enrolled on at least a half-time basis, a six-month grace period begins; then the loan goes into repayment on principal and interest.

For more information on financial assistance, please contact the Student Financial Services Office at 800/240-7658.

Fees and Costs

Policies Common to the Graduate Degree Programs

Tuition and Fees

Master of Business Administration tuition on ground (per credit hour)	\$382
Master of Business Administration online tuition (civilian rate) (per credit hour)	\$382
Master of Business Administration Gwinnett tuition on ground (per credit hour)	\$382

Master of Business Administration online tuition (military rate) (per credit hour)	\$464
Master of Science in Criminal Justice tuition (per credit hour)	\$382
Master of Arts in Teaching tuition (per credit hour)	\$382
Master of Education, Master of Science in Instructional Design, and Education Specialist tuition (per credit hour)	\$382
Master of Social Work tuition (per credit hour)	\$382
Master of Arts in Theology tuition (per credit hour)	\$382*

**The Saint Leo Scholars Program supplements the Master in Theology tuition as part of the Catholic Mission of Saint Leo University.*

Other Fees

Application Fee	\$75
Internet Course Access Fee	\$115
Master's in Education Portfolio or Exam Reading Fee	\$100
International Credential Evaluation Fee	\$225
Graduation Fee (regardless of participation in Commencement)	\$115
Certificate Fee	\$60
Replacement Diploma	\$30
I.D. or Food Card Replacement	\$25
Returned Check Fee	Maximum allowed by state
Research Fee (accounts over 5 years old)	\$30
Capstone Course Assessment Fee*	\$50-\$175*

**Varies by capstone course.*

Registration/Transcripts/Withdrawal

Late Registration or Payment	\$20
Transcripts	\$7
Rush and Overnight Delivery	\$32

Parking Decal

Resident student (includes sales tax)	\$60
Non-resident student (includes sales tax)	\$30

Course fees may apply.

Late Fees

Unpaid balances are subject to a late fee of 1% monthly (12% annually).

Past-Due Accounts

When a student leaves the University owing money, his or her receivable balance is placed in collection status. These accounts may be assigned to an external collection agency after 90 days past due. Transcripts and diplomas will not be released until the account balance is zero.

Financial Responsibility

No transcripts, diplomas, certificates of attendance, or certain other official documents will be released if a student has financial indebtedness to the University. If a student leaves the University with an unpaid balance, the University will have no other choice but to hold the student responsible for any legal and/or collection fees incurred by the University in collecting the unpaid balance.

By enrolling in and attending University courses, students acknowledge and agree that they are responsible for all charges occurring as a result of their educational activities.

Delinquent student accounts are subject to late charges, collection agency costs, and attorney's fees. In many instances, some of the charges may be settled by a student's sponsor, employer, or other interested party; however, the student is ultimately responsible for his or her account.

Withdrawing from Classes

Each student has the prerogative of dropping a course(s) during the drop/add period as published for each term. After the drop/add period and until the published last date for withdrawal a letter grade of W will be assigned for each course that is dropped. **Caution:** Students who fall below full-time status, as defined by their program and course of study, will be considered part time and may cause their financial aid status to be reexamined. Failure to attend class or merely giving notice to a faculty member will not be regarded as an official notice of withdrawal. Failure to properly withdraw will result in a grade of F. Deadlines for withdrawal from courses are reflected on the published schedule. Course withdrawal does not cancel any student indebtedness to the University.

Refunds for students who withdraw from a class or classes shall be calculated according to the schedule that follows.

Refunds of Tuition and Course Fees

Refunds for Saint Leo University students who withdraw before 25 percent of the term/semester has been completed shall be calculated on a pro rata basis as defined by federal regulations.

Refunds of tuition for withdrawal from courses are given according to the following schedule. *Note that if you are enrolled at a Saint Leo University Continuing Education Center and/or online program in Georgia, South Carolina, and/or Virginia, please proceed to the applicable schedule.*

Tuition:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

No refund for any course with withdrawal after the end of week two.*

**Policy does not apply to students enrolled at a Saint Leo University Continuing Education Center and/or online programs in Georgia, South Carolina, and Virginia.*

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Office of Student Financial Services, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

Refunds of Tuition and Course Fees (Georgia and Virginia)

Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in Georgia or Virginia.

Refunds of tuition for withdrawal from courses are given on the following schedule:

Tuition:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

50% tuition refund if course withdrawal occurs after the end of week two and before the end of week four.

No refund for any course with withdrawal after the end of week four.

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Office of Student Financial Services, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

Refunds of Tuition and Course Fees (South Carolina)

Refund policy for students enrolled in courses at Saint Leo University Continuing Education Centers and/or online programs in South Carolina.

Refunds of tuition for withdrawal from courses are given on the following schedule:

Tuition:

100% tuition refund if course withdrawal occurs by the end of the add/drop period.

75% tuition refund if course withdrawal occurs after add/drop and before the end of week two.

62% tuition refund if course withdrawal occurs after the end of week two and before the end of week three.

50% tuition refund if course withdrawal occurs after the end of week three and before the end of week four.

40% tuition refund if course withdrawal occurs after the end of week four and before the end of week 5.

No refund for any course with withdrawal after the end of week five.

Laboratory and special course fees are 100-percent refundable if withdrawal occurs before the end of the drop/add period. After classes begin, laboratory and special course fees are nonrefundable.

Refunds due students who have credit balances in their tuition account will automatically be issued within 14 days. Appeals regarding refunds shall be submitted **in writing** to the Office of Student Financial Services, MC 2097, Saint Leo University, P.O. Box 6665, Saint Leo, FL 33574-6665.

PROGRAMS OF STUDY

Master of Business Administration

Dr. Michael Nastanski, Dean of School of Business,
Professor of Management and Marketing

Dr. Balbir S. Bal, Associate Dean of School of Business and Acting Director,
 Graduate Business Studies
 Dr. Stephen Baglione, Chair of the Department of Business Administration
 Dr. Barbara Caldwell, Chair of the Department of Computer and Accounting Systems
 Mr. Philip Hatlem, Chair of the Department of Sport Business and International Tourism
 and Interim Chair of the Department of Administrative Services

Saint Leo University offers a Master of Business Administration degree program to meet the needs of graduate students and working professionals. The program encourages students to expand their professional competencies within and beyond the classroom. In the Saint Leo University MBA program, students will gain an in-depth understanding of the key functional areas of business. Courses focus on managing complex interactions while defining and solving real-world business challenges. In addition to mastering analytical tools and technology necessary to solving complex management problems, emphasis is placed on leadership skills and technologies within the rich values and traditions of the University.

Expected Program Outcomes

As a result of successfully completing a course of study within Graduate Business Studies, the graduate will be expected to:

1. Exhibit key knowledge of core business management functions;
2. Be proficient in analyzing and resolving complex business problems so as to enable an organization to thrive in a dynamic marketplace;
3. Demonstrate facility in oral and written business communication;
4. Serve as an effective team member and leader in work partnerships and cross-functional collaborative efforts;
5. Make ethical business decisions within the context of a diverse set of stakeholders and in an economically responsible manner;
6. Understand the business implications of the new economy and apply widely used Internet and PC-based computer technologies to management issues.

Note the following:

1. For the master's degree, students may pursue up to two concentrations concurrently. A student must receive prior approval from the program director.
2. After conferral of a master's degree, a student may take courses as a non-degree seeking student to earn an additional concentration under his or her existing degree program. A student does not earn the same degree twice.
3. If a student wishes to return to pursue a different degree program, he or she must reapply for admission to that program.

Weekend and Online MBA

The curriculum outlined below is designed to yield an understanding of business principles, the ability to use decision processes, knowledge of functional operations, and the ability to work effectively in today's ever-changing business environment.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3
MBA 535	The Legal Environment of Business	3
MBA 540	Managerial Economics	3
MBA 550	Decision Support Systems	3
MBA 560	Financial and Managerial Accounting	3

MBA 565	Marketing	3
MBA 570	Corporate Finance	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
Students must choose one course from the following:		
MBA 557	Entrepreneurship or	
MBA 595	Current Issues in Leadership	3
Total Credit Hours		36

Elective

MBA 625	Internship	3
---------	------------	---

Accounting Concentration (Online Only)

The curriculum is designed to provide an understanding of business fundamentals, the ability to use decision processes, knowledge of accounting concepts, and the ability to work effectively in today's fast-changing business environment.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 570	Corporate Finance	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
ACC 504	Fund Accounting for Governmental and Not-for-Profit Accounting	3
ACC 505	Fraud Examination	3
ACC 532	Advanced Cost Accounting	3
ACC 538	Business Law and the Accountant	3
ACC 549	Using Financial Accounting Information	3
Total Credit Hours		36

Elective

MBA 625	Internship	3
---------	------------	---

Graduate Certificate in Accounting (Online Only)

The need for accountants with CPA licenses is well-known. Corporations and individuals alike are always looking for the shortest route to satisfy the requirements to sit for the CPA exam. The graduate certificate in accounting will help graduates to:

1. Meet the requirement to sit for the CPA examination in those states where 150 hours is still required without having to complete a master's degree in accounting;
2. Satisfy the need for those who have already passed the CPA examination and require 150 hours to become licensed;
3. Meet the required 18 graduate credit hours needed to be able to teach accounting courses at the undergraduate level, provided that the student already possesses a graduate degree;
4. Gain employment, for many employers in the accounting profession prefer graduates who are CPA eligible;
5. Gain knowledge and skills in the accounting areas that are generally not covered at the undergraduate level;

6. Study at their own convenience, as these courses will be offered online.

Program Components		Credit Hours
ACC 504	Fund Accounting for Governmental and Not-for-Profit Accounting	3
ACC 505	Fraud Examination	3
ACC 532	Advanced Cost Accounting	3
ACC 538	Business Law and the Accountant	3
ACC 540	Accounting Theory	3
ACC 549	Using Financial Accounting Information	3
Total Credit Hours		18

Health Care Management Concentration (Online Only)

The curriculum is designed to provide an understanding of business fundamentals, the ability to use decision processes, a knowledge of functional operations specifically as they relate to health care management concepts, and the ability to work effectively in today's fast-changing health care business environment.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3
MBA 535	The Legal Environment of Business	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MBA 570	Corporate Finance	3
HCM 520	Health Care Organization/Managed Care	3
HCM 530	Community Health Evaluation/Epidemiology	3
HCM 540	Critical Issues in Health Care	3
HCM 550	Health Care Management	3
HCM 560	Consumer Health Care	3
HCM 590	Health Policy Evaluation	3
Total Credit Hours		42

Elective

MBA 625	Internship	3
---------	------------	---

Graduate Certificate in Health Care Management (Online Only)

The health care management field is constantly changing, and the standards are very demanding. This certificate program will allow graduate students the opportunity to gain new insight into health care management and demonstrate to the community that they have the additional knowledge and skills required to be a fully qualified health care management professional. Also, those who possess a graduate degree will have the 18 graduate hours required to teach health care management at the undergraduate level.

Program Components		Credit Hours
HCM 520	Health Care Organization/Managed Care	3
HCM 530	Community Health Evaluation/Epidemiology	3
HCM 540	Critical Issues in Health Care	3
HCM 550	Health Care Management	3

HCM 560	Consumer Health Care	3
HCM 590	Health Policy Evaluation	3
Total Credit Hours		18

Human Resource Management Concentration (Online Only)

The curriculum is designed to yield an understanding of business, the ability to use decision processes, knowledge of functional operations specifically as they relate to the management of human resources, and the ability to work effectively in today's ever-changing business environment. The main purpose of this concentration is to provide an opportunity for today's dynamic HR professional to study current issues and concerns.

Students will learn/review theories and applications involved with people management. Current topics such as training, selection, compensation, and legal issues will be studied in depth.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource in Management	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 570	Corporate Finance	3
MBA 575	Global Business Management	3
HRA 539	Human Resource Development	3
HRA 545	Administrative and Personnel Law	3
HRA 549	Recruitment, Selection, and Placement	3
HRA 562	Total Compensation	3
HRA 596	Issues in Human Resource Management	3
Total Credit Hours		36

Elective		
MBA 625	Internship	3

Information Security Management Concentration (Online Only)

The importance of information systems security and the need to protect the resources in a company's information system are the basis for the Master of Business Administration with a concentration in information security management. This degree will ensure that graduates have sound technical skills and business knowledge.

Managers who have knowledge in both the technical areas and management are needed to lead the technically qualified individuals who are in the forefront of the war against those who would prey upon us via electronic media. This is where the need arises for graduate information security management education. Information security management educates managers to locate the information resources and knowledge in a company and find ways to protect that knowledge as it is acquired, distributed, and stored.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 535	Legal Environment of Business	3
MBA 540	Managerial Economics	3

MBA 550	Decision Support Systems	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing for Managers	3
MBA 570	Corporate Finance	3
COM 510	Management of Information Security	3
COM 520	Systems Security Management	3
COM 530	Network Security Management	3
COM 590	Strategic Planning for Information Security	3
Total Credit Hours		36

Elective		
MBA 625	Internship	3

Prerequisite Knowledge Requirements

The requirement for technical knowledge and skills in order to be successful in an information security management curriculum dictates that students should have some prior knowledge of computer operations, networking, and other areas in the computer field. Students who do not have such experience may experience difficulty in being successful in the concentration. Students may have taken the requisite academic credits at the undergraduate level, demonstrate the knowledge through comprehensive testing or previous experience in the field, or take courses that are offered by Saint Leo University or another accredited institution.

Recommended Background Classes (these classes or equivalent would be taken at the undergraduate level):

Network Theory and Design (COM 415)
 An introduction to the theory, design, and application of networks, the course will include the creation and operation of an actual network.

Information Technology and Project Management (COM 424)
 The rapidly changing field of information technology requires a solid knowledge foundation. This course reviews contemporary information technology management and the relevant issues of effective management of the information service activities.

Management Information Systems (MGT 327)
 A study of important uses of information technology in organizations. Issues studied include information requirements and flow, system design and analysis methodologies, the generation and accumulation of data for decision making, and the implementation and control of information systems.

Graduate Certificate in Information Security Management (Online Only)

The importance of information systems security and the need to protect the resources in a company's information system are the basis for the Graduate Certificate in Information Security Management. This certificate will allow individuals who have a graduate or undergraduate degree the opportunity to gain knowledge and substantiation that they have that knowledge. In addition, individuals who possess a graduate degree will obtain the 18 graduate hours required to be eligible to teach information security at the undergraduate level.

Program Components		Credit Hours
COM 510	Management of Information Security	3
COM 520	Systems Security Management	3
COM 530	Network Security Management	3
COM 540	Disaster Recovery Management	3

COM 545	Web Security Management	3
COM 590	Strategic Planning for Information Security	3
Total Credit Hours		18

Prerequisite Knowledge Requirements

See the listing above under the Information Security Management Concentration for recommended courses that provide the prerequisite knowledge.

Marketing Concentration (Online Only)

The curriculum is designed to support students who are either working or would like to pursue careers in marketing-related fields such as sales, promotions, brand management, marketing research, and e-marketing. The concentration is designed to provide an understanding of business fundamentals as well as a complete set of marketing concepts and theories used in business. Additionally, those interested in teaching at the undergraduate level can acquire 18 graduate credits by pursuing either the online specialization or graduate certificate program.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 535	The Legal Environment of Business	3
MBA 540	Managerial Economics	3
MBA 550	Decision Support Systems	3
MBA 560	Financial and Managerial Accounting	3
MBA 565	Marketing	3
MKT 566	Sales Management	3
MKT 567	Marketing Research	3
MKT 568	Advertising and Promotion	3
MKT 569	Marketing Innovations and New Product Development	3
<i>Plus one of the following:</i>		
MKT 562	Brand Management or	
MKT 563	E-Marketing or	
MKT 564	Global Marketing	3
Total Credit Hours		36

Elective

MBA 625	Internship	3
---------	------------	---

Graduate Certificate in Marketing (Online Only)

The curriculum consists of advanced, graduate-level training and coursework designed to support students who would like to pursue careers in marketing-related fields and working professionals who want to expand their education and training without attending a full MBA program. Those interested in teaching at the undergraduate level can obtain 18 graduate credits by pursuing either the graduate certificate or the online concentration.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 565	Marketing	3
MKT 564	Global Marketing	3
MKT 566	Sales Management	3
MKT 568	Advertising and Promotion	3
MKT 569	Marketing Innovations and New Product Development	3

Plus one of the following:

MKT 562 Brand Management **or**

MKT 563 E-Marketing **or**

MKT 567 Marketing Research

Total Credit Hours

3
21

Sport Business Concentration (Online Only)

The primary mission of the Master in Business Administration with a concentration in sport business is to meet the needs of the active sport business professional. The curriculum is designed to provide core MBA courses supplemented with specialized courses that apply certain business concepts to the sport industry. The Saint Leo University MBA sport business concentration is accredited by the Commission on Sport Management Accreditation (COSMA). This new accreditation was first available in 2010. The program is one of only two masters-level programs in the nation to earn accreditation in the first year available, and is currently the only accredited MBA program.

Program Components		Credit Hours
MBA 525	Professional Development	3
MBA 530	Organizational Behavior	3
MBA 533	Human Resource Management	3
MBA 540	Managerial Economics	3
MBA 560	Financial and Managerial Accounting	3
MBA 575	Global Business Management	3
MBA 599	Strategic Management	3
SPB 510	Foundations in Sport	3
SPB 535	Risk Management and Legal Concepts in Sport	3
SPB 545	Facility Planning and Management in Sport	3
SPB 565	Sport Marketing	3
SPB 570	Financial Aspects of Sport	3
Total Credit Hours		36

Elective

SPB 597	Internship in Sport Business	6
---------	------------------------------	---

Note on prerequisites: Students should check course descriptions for most prerequisites.

Special attention should be paid to the following:

- SPB 510 is a prerequisite for all other SPB courses.
- Prerequisites for MBA courses are as currently published with the exception of courses not required by those in the SPB concentration.
- SPB 510 through 570 must be taken before MBA 599.

Note on internship elective: It is strongly recommended that students currently not working in the sport industry, or students looking to make a career change within the sport industry, take SPB 597 as an elective over and above the required courses for the MBA sport business concentration.

Master of Science in Criminal Justice

Dr. Robert Diemer, Director, Professor of Criminal Justice

Dr. Terry A. Danner, Professor of Criminal Justice

Dr. Ernest Vendrell, Associate Professor of Criminal Justice

Dr. Leonard Territo, Distinguished Visiting Professor of Criminal Justice

Peter Wubbenhorst, Esq., Associate Professor of Criminal Justice

Dr. Christopher Hansen, Lead Contract Faculty, Criminal Justice

The primary mission of the Master of Science in Criminal Justice Program is to serve both active and aspiring criminal justice professionals. The curriculum is designed to provide and enhance their knowledge, skills, and values for the purpose of increasing the effectiveness, professionalism, and policy-making abilities of criminal justice administrators.

Expected Program Outcomes

1. Graduates should demonstrate an ability to a) use computerized databases to access criminal justice policy research; b) evaluate the methodologies, findings, and conclusions of such studies; and c) use this information in the development, implementation, and evaluation of agency policies and procedures.
2. Graduates should a) know the history and development of ethical standards that are relevant to criminal justice administration; b) understand how leadership can affect organizational ethics; and c) develop skills for the practical application of ethical standards within the criminal justice system.
3. Graduates should demonstrate an ability to be effective criminal justice agency human resource managers. To this end they should a) be knowledgeable about the current issues and innovations in personnel resource management; b) understand trends in management of human resources of an agency; and c) recognize and explain the most effective human resource management programs in criminal justice.
4. Graduates should demonstrate an ability to be effective criminal justice agency fiscal resource managers and planners. To this end they should a) be knowledgeable about the current issues and innovations in fiscal resource development, budgeting, accounting, and reporting; b) understand and articulate the most desirable methods and systems in use in criminal justice agencies; and c) be able to discuss the most effective means of integrating long- and short-range planning and budgeting in criminal justice agencies.
5. Graduates should a) be thoroughly aware of the complex legal environment within which their agencies must operate; and b) be able to articulate an understanding of personnel law, issues of civil liability, and substantive and procedural laws related to criminal justice agencies and their administration.
6. Graduates should a) demonstrate an awareness of currently existing criminal justice information resources and systems; b) demonstrate the technical understanding necessary to effectively apply these resources to the administration of criminal justice; and c) be able to articulate policy issues created or impacted by information resource systems and technology.
7. Graduates should a) be able to understand and articulate the normal processes through which criminal justice policies are developed and implemented; b) be able to identify public, private, and special interest organizations and individuals involved in criminal justice policy making; and c) be able to articulate methods by which the success of public policy making may be evaluated.
8. Graduates should a) be able to understand and articulate the role of leadership in a criminal justice agency; b) be able to articulate the desirable traits in a criminal justice leader; and c) be able to distinguish among leadership, management, and supervision.
9. Graduates should a) be able to define and discuss the effective components of "futures studies" as applied to criminal justice administration; b) be able to identify major trends and conditions affecting the State of Florida, its communities, and its criminal justice agencies; and c) discuss methods by which such trends and conditions may be effectively anticipated, identified, assessed, and monitored.
10. Graduates should a) be aware of the changing nature and substance of criminal justice issues in their discipline and communities; and b) be able to articulate an understanding of the more critical current issues and problems facing criminal justice administrators.

11. Graduates should have the skills, attitudes, and knowledge base to apply the content of their postgraduate education to addressing substantive criminal justice administrative challenges and goals.

Blended Curriculum

The Blended Master of Science in Criminal Justice Program is for those professionals who wish to complete the graduate program by delivery modes other than traditional campus classes. The blended program offers classes in a variety of delivery formats—for example, online, VTT (video conferencing), and campus, including the Institute for Excellence in Criminal Justice Administration. The capstone course, CRJ 590, is not offered in an online format.

The Master of Science in Criminal Justice Program on University Campus is designed to serve the needs of working professionals. The program is offered in several formats: campus and VTT (video conferencing) during the three semesters (fall, spring, and summer), which consist of eight four-hour classes scheduled in the morning and afternoon on Sundays in an alternating format (when applicable); online (eight-week sessions); Institute for Excellence in Criminal Justice Administration, which includes the Command Officer Management Seminar Program (special program offerings) and Summer Institute held at the University Campus; or specially arranged programs such as the College Learning at Sea Program.

The Master of Science in Criminal Justice Program consists of 36 graduate credit hours and requires students to take the five core classes and choose six elective courses.

Program Components		Credit Hours
Core Classes		
CRJ 530	Ethical Issues in Criminal Justice Administration	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration*	6
Elective Courses (choose six)		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 555	Information Resource Management for Criminal Justice Management	3

CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
Total Credit Hours		36

*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call.

Critical Incident Management Specialization (Online Only)

The curriculum as outlined below is designed for criminal justice administrators, first responders, government officials, and organizations that are faced with a myriad of challenges as a result of recent disasters and current world threats. The course of study is designed to yield an understanding of how to manage critical incidents, psychological aspects of disasters for first responders, hazard mitigation, and risk identification.

In order to earn the degree with the concentration in critical incident management, a student must successfully complete the five core courses, the four critical incident management courses, and two elective courses.

Core Courses		Credit Hours
CRJ 530	Ethical Issues in Criminal Justice Administration	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration*	6
Critical Incident Management Courses		
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
Elective Courses (choose two)		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3

CRJ 548	Crime Scene Investigation and Management	3
CRJ 551	Legal Issues in Criminal Justice Agencies II (prerequisite CRJ 550)	3
CRJ 555	Information Resource Management for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
Total Credit Hours		36

*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call.

Forensic Science Specialization (Online Only)

The curriculum as outlined below is designed to serve both active and aspiring criminal justice professionals. The curriculum provides and enhances the knowledge, skills, and values for the purpose of increasing the effectiveness, professionalism, and policy-making abilities of criminal justice practitioners. This specialization introduces the student to how forensic science is used in the field of criminal justice.

In order to earn the degree, a student must successfully complete the five core courses, the four forensic science courses, and two elective courses.

Core Courses		Credit Hours
CRJ 530	Ethical Issues in Criminal Justice Administration	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 590	Applied Project in Criminal Justice Administration*	6
Forensic Science Courses		
CRJ 545	Introduction to Forensic Science	3
CRJ 546	Advanced Forensic Science	3
CRJ 547	Forensic and Medicolegal Death Investigation	3
CRJ 548	Crime Scene Investigation and Management	3
Elective Courses (choose two)		
CRJ 500	Special Topics	3
CRJ 501	Terrorism in Israel	3
CRJ 502	Hostage Negotiations Phase I & II	3
CRJ 503	Preventing Terrorist Attacks	3
CRJ 520	Contemporary Issues in Community Corrections	3
CRJ 521	Offender Treatment Methodology	3
CRJ 525	Criminal Justice Policy Research and Evaluation	3
CRJ 526	Research Methods in Criminal Justice I	3
CRJ 527	Research Methods in Criminal Justice II (prerequisite CRJ 526)	3
CRJ 535	Management of Human Resources in Criminal Justice Agencies	3
CRJ 540	Planning and Financial Management in Criminal Justice Agencies	3

CRJ 551	Legal Issues in Criminal Justice	
	Agencies II (prerequisite CRJ 550)	3
CRJ 555	Information Resource Management	
	for Criminal Justice Management	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice	
	Administration	3
CRJ 581	Impact of Terrorism on Homeland Security	3
CRJ 582	Management of Critical Incident Operations	3
CRJ 583	Risk Identification and Assessment	3
CRJ 584	Psychological Aspects of Critical Incidents	3
Total Credit Hours		36

*CRJ 590: Applied Project in Criminal Justice is a pass/fail course and will be offered only three times per year (Fall I, Spring I, and Summer I) over 15 weeks. It will blend all students together regardless of where they have been taking previous courses. This course will not require students to attend University Campus. Contact with the professor will be during scheduled class meetings via a toll-free conference call.

Graduate Certificate in Criminal Justice Management

The graduate certificate in criminal justice management is designed for individuals seeking an advanced graduate certificate or who hold an accredited master's degree in any discipline and seek 18 credit hours in the field of criminal justice to satisfy teaching requirements.

Program Components		Credit Hours
CRJ 530	Ethical Issues in Criminal Justice Administration	3
CRJ 550	Legal Issues in Criminal Justice Administration	3
CRJ 560	Public Policy Making in Criminal Justice	3
CRJ 565	Leadership Applications in Criminal Justice	3
CRJ 570	Future Studies in Criminal Justice	3
CRJ 575	Contemporary Issues in Criminal Justice Administration	3
Total Credit Hours		18

Master of Science in Critical Incident Management

Dr. Robert Diemer, Director, Professor of Criminal Justice
 Dr. Ernest Vendrell, Associate Professor of Criminal Justice
 Dr. Christopher Hansen, Lead Contract Faculty, Criminal Justice

The Master of Science in Critical Incident Management is designed to prepare individuals from the public and private sectors, nongovernmental organizations, and the military to manage the diverse challenges facing our nation as a result of recent disasters and complex global threats. The comprehensive curriculum is designed to expose students to the necessary theoretical knowledge and practical skills that are necessary for effectively managing a wide range of critical incidents. Students will critically analyze historical and contemporary case studies to identify best practices for identifying threats, minimizing risk, and effectively leading organizations in times of crisis. Students will also gain an understanding of the sociological and psychological aspects of disasters and how these can affect those involved in catastrophic events.

Expected Program Outcomes

Graduates of the Master of Science in Critical Incident Management Program should be able to articulate and/or demonstrate the following knowledge and skills:

1. The legal and regulatory environment affecting the field of emergency and disaster management, including the role of federal, state, and local governments within this legal framework.
2. Various financial management concepts and techniques applicable to the field of emergency and disaster management, and how the strategic management process affects budgeting, financial management, and performance management.
3. The political dynamics of emergency and disaster management and the importance of various public policy formulation and implementation issues, to include problem identification, stakeholder analysis, agenda setting, and interest groups.
4. Contemporary organizational leadership theories and concepts applicable to the field of emergency and disaster management, to include transformational leadership, motivation, effective organizational communication, group dynamics, organizational culture and climate, professional development, and individual and organizational ethics.
5. Various techniques and concepts used in research and evaluation, and how these apply to selected policies, procedures, practices, and programs applicable to emergency and disaster management.
6. The historical and philosophical basis of terrorism, and how to design counter-terrorism programs to protect the public and first responders from identified threats by minimizing risk.
7. The nature of disaster, the complexities of disaster response operations, and the role of various critical incident management personnel in managing disaster response operations.
8. The role of risk identification and assessment in emergency and disaster management, including existing legislative and administrative mandates concerning the detection, prevention, and mitigation of hazards and risk.
9. The psychological trauma that may be experienced by victims and first responders to disasters as well as the treatment strategies that may be needed, to include post-traumatic stress disorder (PTSD) and critical incident stress management (CISM).
10. The relevant sociological research regarding disasters, to include individual, group, organization, and community responses to, and recovery from, disasters.
11. Contemporary principles and practices of hazard mitigation, to include the tools, techniques, and resources applicable to planning for and implementing successful hazard mitigation programs.

Blended Curriculum

The Blended Master of Science in Critical Incident Management Program is for those professionals who wish to complete the graduate program by delivery modes other than traditional campus classes. The blended program offers classes in a variety of delivery formats—for example, online, VTT (video conferencing), and on campus.

The Master of Science in Critical Incident Management Program consists of 36 graduate credit hours.

Program Components		Credit Hours
CIM 575	Legal and Regulatory Aspects of Critical Incident Management	3
CIM 576	Financial Management	3
CIM 577	Politics and Policy in Critical Incident Management	3
CIM 578	Leadership Applications in Critical Incident Management	3
CIM 579	Applied Research and Evaluation	3

CIM 581	Impact of Terrorism on Homeland Security	3
CIM 582	Management of Critical Incident Operations	3
CIM 583	Risk Identification and Assessment	3
CIM 584	Psychological Aspects of Critical Incidents	3
CIM 585	Social Dimensions of Disaster	3
CIM 586	Hazard Mitigation	3
CIM 590	Applied Project in Critical Incident Management*	3
Total Hours		36

*Must be the last course taken prior to program completion.

Graduate Studies in Education

Dr. Karen A. Hahn, Director of Graduate Studies, Associate Professor of Education
 Dr. Patricia A. Parrish, Associate Dean, School of Education and Social Services
 Dr. Melinda Carver, Assistant Professor of Education
 Dr. Sharyn Disabato, Assistant Professor of Education
 Dr. John D. Smith, Associate Professor of Education
 Dr. Charles Dennis Hale, Professor of Education
 Dr. Keya Mukherjee, Assistant Professor of Education
 Dr. Carol Todd, Assistant Professor of Education
 Dr. Dwight Raines, Assistant Professor of Education

The Graduate Studies in Education Department comprises several degree programs for those interested in K-12 education and for those interested in corporate training. The M.Ed. programs are designed for teaching professionals desiring to enhance their skills and for those new to the profession. The M.S. degree allows corporate workers to enhance their knowledge of pedagogy and instruction.

The Education Specialist (Ed.S.) degree is offered to individuals holding a master's degree in education or a related field (reading, guidance and counseling, social work, etc.).

Several of our programs are designed to meet certification requirements and may be state-approved in the state of Florida, but students who seek certification need to be aware that teacher licensure is a function of each state's Department of Education and not of the University. Students are advised to check with the state in which they hope to teach prior to their first semester of enrollment to determine how our programs align with their certification requirements.

Professional Code of Ethics

The profession of education has established standards for ethical behavior. Accordingly, Saint Leo University expects its graduate education students to conduct themselves at the highest levels of conduct in their relationships with faculty, staff, and fellow students. Included are personal and professional relationships, communication (including e-mail and other electronic formats), or other forms of communication, either written or verbal. Students determined to be in violation of this code may be subject to academic discipline, including suspension or expulsion from the University.

Master of Education

Educational Leadership Concentration

Instructional Leadership Concentration

Exceptional Student Education Concentration

Reading Concentration

The Master of Education Program is designed to meet the needs of full-time working educators. The following four concentrations (majors) are offered: educational leadership, instructional leadership, exceptional student education, and reading.

Educational and Instructional Leadership

Presented within this sequence of courses is a core of knowledge, the mastery of which will empower the graduate to be an educational leader with a vision of the future and engaged in the process of continual professional growth and collaborative reform. All courses within the Leadership Studies in Education Program are infused with the Core Values of Saint Leo University.

The curriculum consists of a coherent set of nonsequential courses that constitute three domains: instructional, school operations, and school leadership. Coursework in this program will emphasize the cogent theories, policies, and practical aspects of education. Each course is designed to assist the student in mastery of the Florida Principal Leadership Standards, the Florida System of School Improvement and Accountability, and the Guidelines for Certification in Educational Leadership.

Expected Program Outcomes

As a result of successfully completing a course of study within the Leadership Studies in Education Program, the graduate will be expected to:

1. Articulate key concepts of the disciplines that inform educational leadership and apply the integration of those disciplines;
2. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy to improve teaching and learning;
3. Apply knowledge of research-based instructional and assessment strategies to improve teaching and learning;
4. Apply knowledge of leadership theory and recommended practice in educational environments;
5. Become an accomplished educational leader as specified by the State of Florida Accomplished Practices and/or the Florida Principal Leadership Standards;
6. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
7. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective decision making;
8. Demonstrate an ability to read and understand the professional literature relevant to education leadership practice and theory;
9. Demonstrate an understanding of the educational change process and its management; and
10. Demonstrate an understanding of the centrality of educational and administrative technology in effective school governance and the improvement of teaching and learning.

The Leadership Studies in Education Program is designed to meet the continuing education and professional development needs of public and private educators. The program, normally a minimum of 36 semester hours or credits, has a six-course core curriculum and two six-course concentrations.

Curriculum

The **Educational Leadership concentration** has two programs. The Florida program is a Florida state-approved program for teachers holding K-12 certification and who can complete the Practicum (EDU 678) in the state of Florida and is for those who intend to seek Education Leadership (Level 1) certification through the Florida Department of Education. Reflected in this concentration, along with the core curriculum, are the eight content areas of the Florida Educational Leadership core curriculum. These content areas are public school curriculum and instruction, organizational management and development, human resource management and development, leadership skills, communication skills, technol-

ogy, education law, and education finance. Candidates who have not met State of Florida ESOL requirements must take and pass EDU 561 in addition to the requirements cited below. The Florida state-approved program is offered fully online and in traditional, blended formats.

The national (i.e., non-Florida-state-approved) program is for those students who work in a state that requires a master's degree within 3-5 years of employment in order to receive a professional teaching certificate; with an interest in educational leadership or who want an instructional leadership position at a district office that requires an educational leadership degree; who intend to earn a more advanced degree such as an Ed.S. or Ed.D.; who want to earn a master's degree in educational leadership and who plan to seek "course by course" certification approval from the certifying agency; or individuals who want a master's degree for the purpose of increased compensation. Students who plan to seek educational leadership certification are advised to consult with their respective certification agencies to assess to what extent the National Educational Leadership curriculum meets their respective certification requirements; Saint Leo University neither assumes nor implies assumption of this responsibility. No guarantee of certification eligibility for any course is made. The National Educational Leadership program is offered entirely online.

The **Instructional Leadership concentration** is for those educators who are **not** seeking Educational Leadership certification through the Florida Department of Education. The purpose of this concentration is to assist these educators to develop the management and leadership skills necessary for full participation in educational governance at the school, district, and community levels.

Program Components		Credit Hours
Florida Educational Leadership Concentration Courses		
EDU 615	Instructional Leadership: Theory and Practice	3
EDU 624	Instructional Leadership: ESE	3
EDU 628	Educative Assessment and Accountability	3
EDU 635	Technology for Instruction and Leadership	3
EDU 647	School! Operations	3
EDU 649	Community School Relations	3
EDU 659	Public School Law	3
EDU 661	Managing the Learning Environment	3
EDU 662	Human Resource Development and Management in Education	3
EDU 669	Principalship: Theory and Practice	3
EDU 678	Educational Leadership Practicum	3
EDU 688	Public School Financial and Safety Management	3
Total Hours		36
National Educational Leadership Concentration Courses		
EDU 607	Theories and Practices of Curriculum	3
EDU 615	Instructional Leadership: Theory and Practice	3
EDU 624	Instructional Leadership: ESE	3
EDU 628	Educative Assessment and Accountability	3
EDU 635	Technology for Instruction and Leadership	3
EDU 649	Community School Relations	3
EDU 659	Public School Law	3
EDU 660	School Leadership: Theory and Practice	3
EDU 662	Human Resource Development and Management in Education	3
EDU 669	Principalship: Theory and Practice	3
EDU 676	A Practicum in School Leadership	3

EDU 688	Public School Financial and Safety Management	3
Total Hours		36

Instructional Leadership Concentration Courses

EDU 607	Theories and Practices of Curriculum Leadership	3
EDU 615	Instructional Leadership	3
EDU 621	Psychology of Learning	3
EDU 624	Instructional Leadership: ESE	3
EDU 630	Measuring Learning and Performance	3
EDU 632	Educational Research Methods	3
EDU 635	Technology for Instruction and Leadership	3
EDU 649	School and Community School Relations	3
EDU 659	Public School Law	3
EDU 660	Theory and Practice of School Leadership	3
EDU 665	Education Governance	3
EDU 670	Action Research	3
Total Hours		36

All students will receive and are required to sign a degree program outline.

Note: Students petitioning to waive a prerequisite or corequisite must apply to the Office of Graduate Studies in Education on the form provided for that purpose.

The Comprehensive Examination/Degree Conferral

Effective July 1, 2007, students who are admitted to the M.Ed. program and are seeking educational leadership certification in Florida through the Florida state-approved educational leadership program must pass all subtests of the Florida Educational Leadership Exam (FELE) and submit a passing FELE score report to the Director of Graduation for the comprehensive exam and degree conferral requirement. National Educational Leadership program candidates must pass a comprehensive written essay examination.

Educational Leadership Certification

Prior to applying to the State of Florida Department of Education for certification in Education Leadership, the applicant must have a master's or higher degree awarded by a standard institution, have successfully completed the Florida Educational Leadership Core Curriculum, and have passed the Florida Education Leadership certification exam. Certification requirements may change from time to time; it is the responsibility of the student to know current state certification requirements as they may apply.

Exceptional Student Education

The curriculum for the concentration in Exceptional Student Education consists of a coherent set of courses that are sequenced to assist students in mastering the Florida Educator Accomplished Practices, the Florida Professional Education Competencies and Skills for Certification, the ESOL Performance Standards and Competencies and Skills, the Reading Endorsement Competencies, and the Florida Exceptional Student Education Standards. Program graduates will be able to:

1. Articulate key concepts of the disciplines that inform exceptional student education and apply the integration of these disciplines;
2. Demonstrate knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate reflective practice based on the institutional core values and their impact on the use of disabilities knowledge;
4. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy in exceptional student education to improve teaching and learning;

- 5. Apply knowledge of research-based instructional and assessment strategies in exceptional student education to improve teaching and learning;
- 6. Apply knowledge of exceptional student education theory and recommended practice in educational environments;
- 7. Become an accomplished educational practitioner as specified by the State of Florida Accomplished Practices and the Florida Subject Area Competencies in Exceptional Student Education;
- 8. Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective instructional planning;
- 9. Demonstrate an ability to read and understand the professional literature relevant to exceptional student education practice and theory; and
- 10. Apply knowledge of research-based instructional and assessment strategies in ESOL and reading education to improve teaching and learning.

Curriculum

The **Exceptional Student Education concentration** is for those who wish to increase their knowledge base in the area of special education. It has been designed to provide the knowledge base needed for general educators who wish to expand their areas of certification. Coursework is offered through a blended format with expectations for assignments to be completed in K-12 schools.

Exceptional Student Education Concentration Courses Track A:
State-approved program leading to certification eligibility in the State of Florida in Exceptional Student Education (K-12) with Reading and ESOL endorsements for teachers who can complete a practicum in Florida

Program Components		Credit Hours
EDU 546	Reading in the Content Area	3
EDU 562	ESOL 1: Applied Linguistics	3
EDU 563	ESOL 2: Methods of Teaching and Testing/Evaluation	3
EDU 602	Foundations in Reading	3
EDU 620	Introduction to Special Education:	
	Ethics, Placement, and Diversity	3
EDU 633	Theories and Methods for SLD/EH	3
EDU 634	Theories and Methods of Intellectual and	
	Developmental Disabilities	3
EDU 640	Managing Students with Exceptionality	3
EDU 646	Assessment for ESE: Evaluation, Interpretation,	
	and Placement	3
EDU 653	Collaborating in Inclusive Settings	3
EDU 656	Transition Planning for Students with Exceptionality	3
EDU 672	Instructional Design for ESE	3
EDU 674	Practicum in ESE: Action Research in the Classroom	3
EDU 580	Internship (if needed)	3

Passing scores on the Florida Teacher Certification Exam (FCTE): Professional Education, General Knowledge, and the ESE (K-12) Subject Area Exam

Total Hours **39-42**

Track B: For students who are already certified in K-12 education with ESOL endorsement or who cannot complete a practicum.

Program Components		Credit Hours
EDU 546	Reading in the Content Area	3

EDU 602	Foundations in Reading	3
EDU 620	Introduction to Special Education	3
EDU 621	Psychology of Learning	3
EDU 633	Theories and Methods for SLD/EH	3
EDU 634	Theories and Methods of Intellectual and Developmental Disabilities	3
EDU 640	Managing Students with Exceptionality	3
EDU 646	Assessment for ESE: Evaluation, Interpretation, and Placement	3
EDU 653	Collaborating in Inclusive Settings	3
EDU 656	Transition Planning for Students with Exceptionality	3
EDU 672	Instructional Design for ESE	3
EDU 674	Practicum in ESE: Action Research in the Classroom	3
Total Hours		36

Graduate Certificate in Exceptional Student Education

EDU 620	Special Education: An Introduction to Law, Ethics, Placement, and Diversity	3
EDU 633	Theories for SLD/EH	3
EDU 634	Theories and Methods for Intellectual and Developmental Disabilities	3
EDU 640	Managing Students with Exceptionality	3
EDU 646	Assessment for ESE: Evaluation, Interpretation, and Placement	3
EDU 602	Foundations in Reading	3
Total Hours		18

Five-Year Bachelor to Master Degree Program in Exceptional Student Education

This program is designed for students who graduate from a Saint Leo state-approved undergraduate education program. Students will apply in January of their senior year and, if admitted, will begin the program in the Summer 1 term. Students may take two courses per term.

Reading

The **Reading concentration** is designed for already certified teachers who are interested in developing advanced skills in the area of literacy teaching.

Expected Outcomes

Program graduates will be able to:

1. Articulate key concepts of the disciplines that inform reading education and apply the integration of these disciplines;
2. Demonstrate a knowledge of how to provide a caring, safe, and student-centered learning environment;
3. Demonstrate reflective practice based on the institutional core values and their impact on use of reading education knowledge;
4. Analyze and evaluate the multiple bases of curriculum development theory, research, and policy in reading education to improve teaching and learning;
5. Apply knowledge of research-based instructional and assessment strategies in reading education to improve teaching and learning;
6. Apply knowledge of reading theory and recommended practice in K-12 educational environments;
7. Become an accomplished educational practitioner as specified by the State of Florida Accomplished Practices and the Florida Subject Area Competencies in Reading;

- Demonstrate an ability to effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members), as well as involve such groups in effective instructional planning;
- Demonstrate an ability to read and understand the professional literature relevant to reading practice and theory.

Curriculum

The courses in this concentration have been designed to align with the State of Florida course requirements for reading specialist certification. Additionally, courses for the reading endorsement are included within this program.

Reading Concentration Courses		Credit Hours
EDU 546	Reading in the Content Area	3
EDU 562	ESOL 1: Applied Linguistics	3
EDU 602	Foundations in Reading	3
EDU 605	Elementary Reading Assessment and Intervention	3
EDU 610	Secondary Literacy, Assessment, and Intervention	3
EDU 623	Psychology of Reading	3
EDU 627	Literature for Children and Adolescents	3
EDU 629	Current Theory and Practice in Reading	3
EDU 632	Research Methods	3
EDU 645	Methods to Integrate Reading and Writing	3
EDU 658	Leadership in the Development of Reading Programs	3
EDU 673	Supervised Practicum in Reading	3
Total Hours		36

Graduate Certificate in Reading

Reading Endorsement Courses		Credit Hours
EDU 546	Reading in the Content Area	3
EDU 627	Literature for Children and Adolescents	3
EDU 602	Foundations in Reading	3
EDU 605	Elementary Reading Assessment and Interventions	3
EDU 610	Secondary Literacy, Assessment, and Intervention	3
EDU 673	Supervised Practicum in Reading	3
Total Hours		18

Master of Science in Instructional Design

Program Overview

The Master of Science in Instructional Design is a dynamic online program of study that prepares students for career opportunities in this field to design, develop, implement, and evaluate efficient and effective instructional experiences for a variety of settings, including corporate training, military, adult learning, and higher education. The courses in the program are guided by professional standards in the field and focus on the development of skills and specialized experiences in the areas of instructional design, learning theory, and relevant technology in order to be able to develop curricula for the twenty-first-century learner.

Expected Outcomes

Program graduates will be able to:

- Use foundational knowledge and conceptual framework in order to design instruction;
- Apply adult learning theory to course development for teaching/learning;

3. Use effective models from communication theory to enhance the ID process;
4. Use research-based practices to inform instructional strategy;
5. Design, develop, implement, and evaluate instruction for a variety of settings;
6. Develop a variety of instructional strategies and skills to be used in the design process;
7. Effectively use instructional technology and media for teaching and learning;
8. Evaluate training and instruction to ensure efficient and effective instruction and course improvement; and
9. Apply the ID process to solve real-world situations.

Program Components		Credit Hours
EDU 523	Introduction to Instructional Design	3
EDU 524	Program Evaluation	3
EDU 527	Adult Learning Theory	3
EDU 532	Instructional Strategies	3
EDU 541	Utilization of Instructional Technology and Media	3
EDU 543	Advanced Instructional Design	3
EDU 552	Diffusion and Adoption of Innovations: Change Management	3
EDU 576*	Applied Project in Instructional Design	3
EDU 626	Communication Skills & Technology for Instructional Designers	3
EDU 630	Measuring Learning and Performance	3
EDU 670*	Action Research	3
MBA 530	Organizational Behavior	3
Total Hours		36

*EDU 576 and EDU 670 are 16-week courses that are offered as a paired capstone experience to integrate research and professional practice.

Graduate Certificate in Instructional Design

The five-course online graduate certificate program in instructional design is designed for individuals who are seeking an advanced graduate certificate in lieu of a master’s degree program. This dynamic program of study will provide students with the foundations of the field and its practices in order to meet the demands of the marketplace. The courses from the certificate program can be applied as credits toward the Master of Science in Instructional Design Program at Saint Leo University.

Program Components		Credit Hours
EDU 523	Introduction to Instructional Design	3
EDU 543	Advanced Instructional Design	3
EDU 527	Adult Learning Theory	3
EDU 532	Instructional Strategies	3
EDU 548	e-Learning	3
Total Hours		15

Education Specialist (Ed.S.)

The Graduate Education Program at Saint Leo University offers the specialist in education degree with a concentration in educational leadership and higher education leadership. This degree is for individuals holding a master's degree in education or a related field of study (e.g., guidance and counseling, social work, human services, reading), with certification in educational leadership. Courses will be offered either on a weekend or non-weekend basis.

Courses within the education specialist degree program have been constructed to ensure that students complete a program of study that meets prevailing research-based best practices and the expectations for educational leadership set nationally and by Saint Leo University. All courses infuse the Saint Leo University Core Values, thus helping students grow in mind, body, and spirit.

The curriculum, comprising 39 semester hours of study, is divided into three clusters: Foundations (12 hours), to ensure a solid foundation for the student's selected concentration; Evaluation Research (9 hours), to ensure that educational leaders make effective data-driven, research-based decisions; and the School Leadership or Higher Education Leadership concentration (18 hours), to establish a solid background in the theory, research, and best practices that educational leaders need to improve student achievement, teaching, and learning.

Expected Program Outcomes

Program graduates will be able to:

1. Articulate key concepts of educational disciplines and apply these disciplines;
2. Provide a caring, safe, and student-centered learning environment;
3. Practice the institutional core values;
4. Apply knowledge of research-based instructional and assessment strategies in education to improve teaching and learning;
5. Apply knowledge of leadership theory and recommended practice in educational environments;
6. Become an accomplished educational leader;
7. Effectively communicate, considering varied community and cultural factors, with diverse audiences (e.g., students, parents, colleagues, and community members); and
8. Read and understand the professional literature relevant to educational leadership practice and theory.

Program Outline

Summary	Hours
Foundations	12
Evaluation Research	9
School Leadership or Higher Education Leadership	18
Total	39

Foundations		Hours
EDU 703	Instructional Leadership Practicum	3
EDU 704	Assessment & Accountability	3
EDU 705	Fostering High Quality Teaching	3
EDU 706	Instructional Technology	3
Total		12

Evaluation Research		Hours
EDU 713	Program Evaluation: Introduction	3
EDU 714	Program Evaluation: Instrumentation and Analytics	3
EDU 715	Program Evaluation: Design	3
Total		9

School Leadership		Hours
EDU 701	Ensuring Quality ESE Services	3
EDU 702	Effective Reading and ESOL Instruction	3
EDU 707	Leading the School Organization	3
EDU 708	Building Partnerships	3
EDU 711*	School Leadership	3
EDU 712*	School Leadership Topics	3
Total		18

Higher Education Leadership

	Hours
EDU 716 American Higher Education	3
EDU 717 Student Affairs Administration	3
EDU 718 Higher Education Enrollment Management	3
EDU 719 Higher Education Curriculum	3
EDU 720 Higher Education Law	3
EDU 721 Higher Education Governance	3
Total	18
Total Program Hours	39

*EDU 711: School Leadership and EDU 712: School Leadership Topics are taken together as a semester block, unless otherwise approved by the Director of Graduate Studies.

Master of Social Work (Online Only)

Dr. Cindy Lee, Director, Associate Professor of Social Work

Dr. Paula Nelson, Director of MSW Field Education, Associate Professor of Social Work

Dr. Victoria Anyikwa, Associate Professor of Social Work

Dr. James Whitworth, Associate Professor of Social Work

Saint Leo University's Master of Social Work Program is an innovative full-time online program. Classes are attended via webcam and are presented online. This technology allows for face-to-face interaction in the convenience of the student's home. Given this innovation of a full-time graduate online program, students should enter the program knowing that they will have to meet for weekly classes via webcam, be available for daytime internship hours, and adjust their lives to meet the demands and expectations of the Saint Leo University MSW full-time online program.

The MSW Program's mission is to prepare students with the specialized knowledge and skills needed to be culturally competent and ethical social workers in advanced social work practice.

The MSW Program is a two-year, 62-credit-hour program. A one-year, 32-credit-hour advanced standing advanced clinical practice concentration and a one-year, 32-credit hour advanced standing management concentration will be available to those who have completed a BSW degree from a CSWE-accredited program within the last five years.

Students are admitted into the Master of Social Work Program at specific dates each year. The two-year program starts each fall semester. In order to begin this program, students must be admitted no later than July 15 each year. Students who miss this deadline will have to wait until the next fall to begin the program. The one-year advanced standing program starts each summer. In order to begin the advanced standing program, students must be admitted no later than March 15 each year. Students who miss the deadline will have to wait until the next summer to begin this program.

The first year of the two-year program is the 30-credit-hour foundation year. The second year is the concentration year, and it is 32 credit hours. We offer two areas of concentration: the advanced clinical practice concentration and the management concentration. The advanced standing students will complete only the concentration year curriculum.

With a management concentration, students will acquire management and business knowledge and skills to become leaders of their organizations or entrepreneurs. The advanced clinical practice concentration will enable the student to work independently in clinical social work practice with diverse clientele.

Graduates are prepared to be leaders in management and advanced clinical social work practice serving all areas of the population, in particular the increasing aging population, military personnel, and the workforce population.

The program is undergoing the accreditation process with the CSWE, which will take approximately three years. We were approved for candidacy status in June 2010, so students who graduate from the MSW Program will be considered having graduated from a CSWE-accredited MSW program, including those students who entered in the fall of 2009. Those who enter the program during candidacy are eligible to take the clinical social work licensure exam. Each student is responsible for checking with his or her state licensing board to see if this program meets the educational criteria to sit for the licensing in his or her state for receiving a license in clinical social work in that state.

Our undergraduate Social Work Program has been continuously accredited since 1983.

Expected Program Outcomes

- 1. Identify as a professional social worker and conduct oneself accordingly.
- 2. Apply social work ethical principles to guide professional practice.
- 3. Apply critical thinking to inform and communicate professional judgments.
- 4. Engage diversity and difference in practice.
- 5. Advance human rights and social and economic justice.
- 6. Engage in research-informed practice and practice-informed research.
- 7. Apply knowledge of human behavior and the social environment.
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 9. Respond to contexts that shape practice.
- 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

MSW Two-Year Program (62 Credit Hours)

Foundational Year (30 credit hours)

Fall

Program Components		Credit Hours
SWK 510	Human Behavior in the Social Environment I	3
SWK 520	Social Welfare Policy	3
SWK 530	Methods of Social Work Practice with Individuals and Families	3
SWK 540	Social Work Research Methods	3

Spring

Program Components		Credit Hours
SWK 550	Human Behavior in the Social Environment II	3
SWK 560	Methods of Social Work Practice with Groups	3
SWK 580	Field Practicum I (16 hours for 16 weeks = 256 hours + 2-hour seminar)	5

Summer

Program Components		Credit Hours
SWK 570	Methods of Macro Social Work Practice	3
SWK 590	Field Practicum II (16 hours for 16 weeks = 256 hours + 1-hour seminar)	4

Second Year/Advanced Standing Program (32 Credit Hours)

Summer

Program Components		Credit Hours
SWK 610	Leadership (required for all second-year and advanced standing students)	3

Advanced Clinical Practice Concentration

Fall

Program Components	Credit Hours
SWK 615 Advanced Clinical Practice with Individuals	3
SWK 620 Ethical Foundations in Social Work Practice	3
SWK 625 Psychopathology	3
SWK 635 Social Work Practice in the Military	3

Spring

Program Components	Credit Hours
SWK 630 Advanced Clinical Practice with Couples and Families	3
SWK 640 Evidence Based Social Work Research Methods	3
SWK 645 Field Practicum III (16 hours for 16 weeks = 256 hours + 1-hour seminar)	4

Summer

Program Components	Credit Hours
SWK 6XX Elective	3
SWK 660 Field Practicum IV (16 hours for 16 weeks = 256 hours + 1-hour seminar)	4

Management Concentration

Fall

Program Components	Credit Hours
SWK 617 Advanced Practice Theories and Interventions in Workplace Settings	3
SWK 621 Supervision and Administration in the Workplace	3
SWK 625 Psychopathology	3
SWK 635 Social Work Practice in the Military	3

Spring

Program Components	Credit Hours
SWK 640 Evidence Based Social Work Research Methods	3
SWK 645 Field Practicum III (16 hours for 16 weeks = 256 hours + 1-hour seminar)	4
SWK 650 Advanced Management Policies and Practices in a Diverse Workplace	3

Summer

Program Components	Credit Hours
SWK 6XX Elective	3
SWK 660 Field Practicum IV (16 hours for 16 weeks = 256 hours + 1-hour seminar)	4

Current electives list: gerontology, substance abuse, military social work, EAP, and traumatic stress. More electives will be added as the program and resources develop.

Master of Arts in Theology

Dr. Anthony B. Kissel, Chair, Interim Director, Associate Professor of Theology/Religion
Dr. Leland Tyson Anderson, Professor of Religion and Philosophy

Dr. Michael Cooper, Assistant Professor of Theology/Religion
 Dr. William Ditewig, Professor of Theology/Religion
 Dr. Robert Imperato, Professor of Theology/Religion
 Dr. Michael McLaughlin, Assistant Professor of Theology/Religion
 Dr. Michael J. Tkacik, Associate Professor of Theology/Religion
 Dr. Astrid Vicus, Associate Professor of Philosophy
 Dr. Randall Woodard, Assistant Professor of Theology/Religion

The master of arts in theology is designed to expand the professional knowledge and skills of those engaged in or preparing for pastoral leadership and service, as well as for all who seek advanced theological and pastoral education. The curriculum offers a flexible adult learning model for both professional lay ministers and for candidates to the diaconate, as well as for others involved in religious education, RCIA, youth ministry, spiritual direction, sacramental preparation, and other ministries.

Expected Program Outcomes

1. Read Scripture and other primary religious texts using the most appropriate techniques of contemporary scripture scholarship.
2. Explore and investigate how the values of Christianity critique the normal order of things and offer a new way of living.
3. Discuss the major theological questions, such as the mystery of God, Jesus as the Son of God, and our own human origin, destiny, and purpose in life.
4. Describe the ethical and cultural implications of a transcendent understanding of life in light of Catholic theology.
5. Describe the contributions of and the challenges to the Catholic tradition.
6. Discuss the beliefs and practices found in Catholicism—including ecclesiology and the sacraments—and those found in other religions and atheism.
7. Develop a practical theology and spirituality to empower the People of God to serve in response to God's call.

Learning Objectives

1. Graduates competent to read Scripture and other primary religious texts using the most appropriate tools of scripture scholarship.
2. Graduates able to explain the role of humility and contemplative experience (for example, as used to critique or guide).
3. Graduates able to discuss major religious questions (such as the mystery of God, Jesus as the Son of God, and our own human origin, destiny, and purpose in life).
4. Graduates able to describe the ethical and cultural implications of a transcendent understanding of life.
5. Graduates able to describe the contributions of and the challenges to the Catholic tradition.
6. Graduates able to discuss the beliefs and practices found in Catholicism—in particular, ecclesiology and the sacraments.
7. Graduates able to discuss the beliefs and practices found in other religions and atheism.
8. Graduates able to develop a practical theology and spirituality in the service and practice of social justice.

Graduates of the program should have acquired the following knowledge and skills:

1. A historical-critical approach to Scripture and tradition.
2. A historical sense of the development of the Catholic Church, including the Church in the United States.
3. The capacity for critical theological reflection and ethical judgment.

4. A personal, as well as ministerially oriented, spirituality through an exploration of the great schools and figures of Christian spirituality.
5. Appropriate skills for leadership in liturgical and ministerial service.
6. Use of pastoral technology for the work of evangelization and leadership.
7. A theological understanding of contemporary culture and its challenges to, and opportunities for, faith and ministry.
8. While pursuing the degree, students will complete a portfolio of the spiritual "inner" work that has gone into integrating both the everyday ministry as well as the prophetic dimension of one's faith journey into one's spirituality.

Program Components		Credit Hours
THY 501	Hebrew Scriptures: History and Theology	3
THY 502	Christian Scriptures: History and Theology	3
THY 510	Theological Foundations I	3
THY 511	Theological Foundations II	3
THY 513	Worship, Sacraments, and Liturgy: Theology and Praxis	3
THY 521	Christian Ethics I: Foundations	3
THY 550	History of Christianity or	
THY 570	Christian Spirituality: History and Praxis	3
THY 580	Theology and Spirituality of Ministry	3
Total Required Courses		24

Elective Courses by Specialization (four courses):

Philosophy

PHI 502	Philosophical Foundations for Theology	3
---------	--	---

Systematic Theology

THY 565	Ecclesiology	3
THY 575	Christology	3

Pastoral Theology

THY 560	Cyberculture: New Challenges for Pastoral Ministry	3
THY 568	Catechesis/Religious Education: Theory and Practice	3
THY 589	World Religions	3
THY 599	Youth Ministry	3
THY 601	Management/Human Resources for Ministry	3

Church History

THY 550	History of Christianity	3
THY 555	American Catholicism: Theology, Spirituality, Culture, and History	3

Spirituality

THY 570	Christian Spirituality: History and Praxis	3
THY 582	Finding God in All Things: The Apostolic and World- Embracing Spirituality of Ignatius Loyola	3
THY 587	Spiritual Direction	3

Moral Theology

THY 522	Christian Ethics II: Social Justice and Public Issues	3
THY 523	Christian Ethics III: Medical-Moral Issues	3

Diaconate Studies		
THY 566	History, Theology & Spirituality of the Diaconate	3
Languages for Theology		
THY 567	Introduction to Hebrew	3
THY 598	Introduction to Latin for Theology	3
Total Electives		12
Total Credit Hours		36

Graduate Certificate in Theology

Students may obtain a graduate certificate in theology by completing 18 credit hours of graduate work in theology. The six graduate courses needed for a graduate certificate should be selected with regard to the student's professional needs and interests and in consultation with the Director of the Graduate Program in Theology.

COURSES OF INSTRUCTION

All courses are three (3) credit hours unless otherwise noted.

Business Administration

Course Descriptions

MBA 525 Professional Development

This course is designed to give MBA students a tangible head start in acquiring and honing numerous core skills essential for success in the MBA program and the business world. The emphasis will be on the development of professional skills and perspectives, such as business writing, coaching and counseling, conflict resolution, effective business protocol, interviewing, intercultural awareness and sensitivity, negotiating agreement, and public speaking.

MBA 530 Organizational Behavior

This course is an advanced introduction to the major theories and issues in the study of human behavior in work organizations. Included are the topics of perception, motivation, leadership, job satisfaction, group dynamics, stress, organizational climate, and communication processes. Organization theory and design concepts are also incorporated to give the student a more complex framework for managerial decision making.

MBA 533 Human Resource in Management

Prerequisites: MBA 525 and MBA 530

This course is designed to focus on an in-depth analysis of the major functions of a manager dealing with human resource issues. Issues to be covered include, but are not specifically limited to, staffing, employee training and development, compensation and benefits, legal issues, union versus non-union issues, safety and health issues, and cross-cultural and expatriate issues.

MBA 535 The Legal Environment of Business

This course is a comprehensive study of commercial law as it affects day-to-day business management. Emphasis is placed on development of a manager's ability to recognize the circumstances under which a legal professional should be contacted for advice and/or assistance.

MBA 540 Managerial Economics

Prerequisites: MBA 525 plus undergraduate course in economics strongly recommended.

This course explores the concepts of economic optimization, the estimation of demand, and cost and pricing analysis. An introduction to economic forecasting and decision making under conditions of risk and uncertainty is also included.

MBA 550 Decision Support Systems

Prerequisite: Undergraduate course in microcomputer applications or equivalent skills. Basic literacy regarding Windows and Microsoft Office (particularly Excel) is expected.

This course considers the study of decision science and its application in the business environment through the use of computers. This course is designed to provide the student with the theoretical knowledge and practical skills necessary to understand and use computerized decision support methodology in support of business requirements. The student will use commercial software packages

(Microsoft Excel) to develop and use graphical and numerical outputs in business presentations for enhanced decision making.

MBA 557 Entrepreneurship

Prerequisites: MBA 525, MBA 530, and MBA 533

Entrepreneurship and the entrepreneurial process are now, and will continue to be, the major economic force driving the national economies around the world. At the heart of this movement are men and women who demonstrate the courage to undertake the creation and management of new business ventures. Across the globe, millions of new businesses are formed each year. Those individuals who possess the spirit of entrepreneurial leadership will lead the economic revolution that has proven to repeatedly raise the standard of living for people everywhere. In this class, students will be introduced to the essential components of entrepreneurship and the critical knowledge needed to start and manage a new business venture.

MBA 560 Financial and Managerial Accounting

Prerequisite: Undergraduate course in financial accounting and managerial accounting is strongly recommended.

This course focuses on the study of accounting concepts and standards applicable to presentation of financial information to interested users, structure, uses and limitations of financial statements, and measurement systems related to income determination and asset valuation. The course also considers the discussion of internal and external influences on accounting decisions.

MBA 565 Marketing

Prerequisites: MBA 525 and MBA 530

This course considers the operational and strategic planning issues confronting managers in marketing. Topics include buyer behavior, market segmentation, product selection and development, pricing, distribution, promotion, market research, and international and multicultural marketing. Additional fee applies for marketing computer simulation.

MBA 570 Corporate Finance

Prerequisites: MBA 540 and MBA 560 or ACC 504

This course considers the financial management decision-making role within the organization. Subjects include valuation concepts, including financial ratio analysis; short-term financial management, including the management of current assets and liabilities; management of long-term investments, including capital budgeting techniques; a discussion of leverage and its relationship to the capital structure; and an introduction to financial markets and financial institutions.

MBA 575 Global Business Management

Prerequisites: MBA 525, MBA 530, and MBA 533

The student will develop an understanding of international/multinational management by examining the challenges and opportunities of operating globally. Emphasis will be on developing an understanding of the complexities of dealing with diverse social, cultural, economic, and legal systems. The role of business in this dynamic world environment will be analyzed.

MBA 595 Current Issues in Leadership

Prerequisites: MBA 525, MBA 530, and MBA 533

This course is an advanced overview of more traditional approaches to understanding the leadership process and an in-depth look at recently developed perspectives on leadership of the future. Ethical issues pertaining to leadership are also incorporated.

MBA 599 Strategic Management

Prerequisites: MBA 525, MBA 530, MBA 533, MBA 540, MBA 560 or ACC 504, MBA 565, MBA 570, and MBA 575

This capstone course integrates knowledge gained in previous graduate business courses. It centers on the theme that organizations achieve sustained success when their managers have astute, timely strategic game plans and they implement these plans with proficiency. Strategic management theory is used in the analysis of case studies of companies operating in the domestic and global marketplace. This course is to be taken in the student's last term, unless otherwise approved by the Director of the MBA Program.

MBA 625 Internship

Prerequisites: MBA 525 and MBA 550

This is an elective credit course (added on top of the basic MBA courses). MBA students, along with their designated faculty members, arrange for full- or part-time jobs in fields related to their MBA

curriculum. Under the guidance of a designated faculty member, students work to enrich their University experiences through a paid internship in order to practice master's-level business skills. Specific competency requirements (and the associated activities) are outlined by the designated faculty member and agreed upon with the internship site representative. The internship must last the entire term for which the student is registered (specific work hours to be agreed upon with the employer and faculty member). At least two site contacts will be completed by the faculty member to ensure that the outlined competency requirements are completed.

Business Administration: Accounting

Course Descriptions

ACC 504 Fund Accounting for Government and Not-For-Profit Accounting

Prerequisites: undergraduate courses in Principles of Accounting 1 and 2

A study of financial and management accounting principles as they apply to governments and not-for-profit organizations and health care organizations. Also, an overview of the characteristics of generally accepted government auditing standards and the single audit.

ACC 505 Fraud Examination

Prerequisites: undergraduate courses in Principles of Accounting 1 and 2

Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Emphasis will be on fraudulent financial reporting, litigation support, and investigative auditing. Students will work through cases, developing investigative strategies and seeking to prove how fraud was committed.

ACC 532 Advanced Cost Accounting

Prerequisite: ACC 331 or equivalent

Emphasis is placed on measurements for decision making and strategic planning, including cost analysis, capital budgeting, activity-based costing, and other advanced cost accounting and managerial decision topics.

ACC 538 Business Law for the Accountant

Prerequisite: undergraduate course in business law

The purpose of the course is to provide the accountant and aspiring accountant a general understanding of U.S. jurisprudence and the application of U.S. law to the business sector. The course content was developed in consultation with members of the accounting profession, and it focuses on matters pertinent to the practitioner. It takes as a "given" the fact that most accountants will spend their professional time working with or for various types of business organizations, most often corporations.

ACC 540 Accounting Theory

Prerequisites: ACC 201 and ACC 202

This course addresses the development of accounting theory, the conceptual framework, and international accounting. It also addresses topics in financial accounting theory including, but not limited to, the concept of income, the income statement, the balance sheet and the statement of cash flows, equity, and financial reporting disclosure requirements.

ACC 549 Using Financial Accounting Information

Prerequisites: undergraduate courses in Principles of Accounting 1 and 2

A study of financial statement analysis using accounting principles, measurement, and reporting practices. Also included are insights into income determination and methods for evaluating the firm through the balance sheet, income statement, statement of cash flows, and statement of changes in stockholders' equity.

Business Administration: Health Care Management

Course Descriptions

HCM 520 Health Care Organization/Managed Care

This is an overview of the contemporary health care system. It examines the historical antecedents, patients, providers, payers, and current health policies. It also provides an overview of the mission, environment, and organizational design of today's health services organizations. Finally, it describes and analyzes U.S. health insurance programs, including private and public insurers, health insurance demand, health plan types, premiums, and reimbursement systems.

HCM 530 Community Health Evaluation/Epidemiology

Prerequisite: HCM 520

This course provides an overview of the various health reporting systems that are in use and required by the federal government. It stresses the importance of accurate reporting and the role that these reporting systems play in disease and death prevention and containment. It also examines the business costs of such approaches.

HCM 540 Critical Issues in Health Care

This is a course that explores the most significant issues in health care today. It considers corporate theory from a health care perspective as well as consent to care, malpractice in contemporary America, health care negligence, and liability. Special attention is given to an examination of health care and taxation, legal problems facing providers and patients, and ethical issues in human reproduction, genetics, and death.

HCM 550 Health Care Management

Prerequisite: HCM 520

In this course, students will study the critical elements of contemporary health care management beginning with strategic planning, marketing, and information systems. The course will also examine other aspects of management as they relate to health care quality improvement methods and allied health professions such as human resource management for health care, communication management for health care, and process improvement techniques related to health care practice behavior in various settings.

HCM 560 Consumer Health Care

Prerequisite: HCM 520

In this course, students will study the critical elements of contemporary consumer health care management beginning with an understanding of JCAHO's interest in and support for patient, client, customer, and employee satisfaction through communication. The course will also examine the role of communication as it relates to health care quality improvement methods and allied health professions such as communication as a central feature of customer satisfaction, communication management to support health care consumerism, process improvement techniques related to health care practice behavior, and the way these techniques are communicated to practitioners, agents, and patients.

HCM 590 Health Policy and Evaluation

Prerequisites: HCM 520, HCM 530, HCM 540, HCM 550

This course is a survey and a critical analysis of federal and state health policy processes. It focuses on the evaluation of health care outcomes and the effectiveness and efficiency of contemporary health services. Students analyze cases dealing with administrative and policy issues in health services including problem solving in ill-defined, multifaceted situations, operational health program evaluation models, and health planning documentation models.

Business Administration: Human Resource Management

Course Descriptions

HRA 539 Human Resource Development

Prerequisite: MBA 533

Organizations today are turning to training and development as an option to meet today's workplace challenges because of complex technologies, a more diverse workforce, industry globalization, and a tight labor market. This course will provide advanced education into the concepts, processes, and issues associated with training and development. Myriad training and development content will be emphasized such as planning, designing, implementing, and evaluating training programs. Attention will also be devoted to broader issues such as employee development and training for specific needs.

HRA 545 Administrative and Personnel Law

Prerequisite: MBA 533

This course is intended to provide an overview of the basic laws governing the employment relationship. The goals of the course are twofold: first, to familiarize students with the many issues and problems confronting employees, employers, supervisors, and human resources professionals; second, to help students in identifying the legal implications of personnel situations that may arise in the business and corporate environment.

HRA 549 Recruitment, Selection, and Placement

Prerequisites: MBA 533 and HRA 545

Focuses on processes and conceptual issues related to staffing organizations. Topics include recruitment and staffing models, policies, and legal compliance as well as practices related to attraction, selection, development, retention, and employment decision making for the most effective use of human resources.

HRA 562 Total Compensation

Prerequisites: MBA 530 and MBA 533

This course is designed to enhance the student's knowledge of a strategically oriented comprehensive compensation system that would explore both direct and indirect compensation strategic design, development, implementation, administration, and evaluation. This will also include the effects of compensation system design on other HR functional areas, including but not limited to internal and external equity, pay for performance, and benefit administration.

HRA 596 Strategic Issues in Human Resources

Prerequisites: MBA 533, HRA 545, and HRA 539 or HRA 562

This course is designed as the MBA HR concentration capstone course, to integrate previous HR core best practices into a business partnership by analyzing real-world strategic issues in a cohesive framework that leads to the achievement of organizational effectiveness through enlightened HR management and leadership.

Business Administration: Information Security Management Course Descriptions

COM 510 Management of Information Security

Information security is an essential part of any business plan, and managers need to be aware of the principles and methodology of managing information security. This course provides an in-depth view of the management of information security for government, corporations, and other institutions. Students will develop information security plans for sample organizations.

COM 520 Systems Security Management

Prerequisite: COM 510

Securing the systems that run our computers is the key to ensuring that our essential information remains safe and available..This course provides a foundation in systems security principles, disaster recovery principles and planning, and the importance of incident response planning and execution to minimize downtime. A computer system with appropriate software will be required.

COM 530 Network Security Management

Prerequisite: COM 510

Global and local networks provide capabilities for businesses and individuals that have become essential in the success of the world economy. Defending these systems against attacks is imperative. This course provides a solid foundation in the fundamentals of network security and some hands-on experience in network security. A computer system with appropriate software will be required.

COM 540 Disaster Recovery Management

Prerequisite: COM 510

Disaster recovery planning and management is a major requirement for situations where terrorism, natural disaster, or other threats must be faced and dealt with. This course provides the student with the capabilities to develop and maintain disaster recovery plans and manage the recovery in the event of a disaster.

COM 545 Web Security Management

Prerequisite: COM 510

Access to the World Wide Web and Internet for multiple purposes is one of the major components of most business operations. Many businesses also use the same protocols and processes to provide internal communications. Security of these assets is imperative for a successful business. This course provides the concepts and procedures of assessing and managing security for Web activities.

COM 590 Strategic Planning for Information Security

Prerequisites: COM 520 and COM 530

This course describes and demonstrates the application of information security forecasting methods, their implementation within organizations, and the development of a competitive strategic plan.

Business Administration: Marketing

Course Descriptions

MKT 562 Brand Management

Prerequisite: MBA 565

This course covers the basics of how to manage a brand and create brand equity. The purpose of the course is to provide detailed information regarding the design and implementation of marketing activities to create, enhance, sustain, measure, and leverage brand equity. In addition, the course links the process of creating and managing brand equity to the firm's other marketing activities and to the overall marketing strategy. Additional fee applies for marketing computer simulation.

MKT 563 E-Marketing

Prerequisite: MBA 565

This course covers the basics of how to integrate Internet tools into a company's marketing strategy. The purpose of the course is to provide detailed information regarding the design and implementation of Internet-based marketing activities to create, enhance, sustain, and leverage customer relations by increasing customer value. In addition, performance metrics measuring these activities are covered in detail.

MKT 564 Global Marketing

Prerequisite: MBA 565

This course focuses on the marketing of goods, services, and ideas including planning, pricing, promotion, and distribution. Attention is directed to international marketing, marketing ethics, and managing the marketing function. Additional fee applies for marketing computer simulation.

MKT 566 Sales Management

Prerequisite: MBA 565

The course is designed to teach students the basic functions, techniques, and methods of sales force management and the ability to manage the sales force in such a way as to maximize the efficiency and effectiveness of the firm's resources invested in this critical function. Key topics include sales force effectiveness, deployment, motivation, organizational design, compensation, and evaluation. Special emphasis is given in linking sales management decisions to the overall marketing strategy as well as to the legal and ethical issues that exist in the practice of sales management.

MKT 567 Marketing Research

Prerequisite: MBA 565

Marketing research is the way companies obtain critical information about their customers, competitors, and the environment. This course provides a rigorous experience in the key marketing research methods with the purpose of helping students to ask relevant marketing questions, search for the appropriate methodology, and make effective decisions based on the research output. Techniques of data collection, evaluation of alternative sources of information, methods for analyzing data and being aware of its limitations, and presenting the results are covered.

MKT 568 Advertising and Promotion

Prerequisite: MBA 565

The course is designed to provide the student with the tools to apply the latest techniques in advertising and promotional activities to maximize the effectiveness and leverage of the firm's communication strategy. The objective is to make students aware of the variety of communication management problems, and to generate the necessary knowledge and experience to select the best possible methods to deal with them. Special emphasis is given to linking advertising and promotion decisions to the overall marketing strategy as well as to the legal and ethical issues that have risen due to the new media and communication technologies.

MKT 569 Marketing Innovations and New Product Development

Prerequisite: MBA 565

This course covers the basics of how to develop, manage, and market new products and services with an emphasis on innovation management. The course covers all steps in the process of developing and successfully introducing new products, from the initial idea generation, concept development, design, production, target market selection, test marketing, positioning, promotion, and product launching.

Business Administration: Sport Business

Course Descriptions

SPB 510 Foundations of Sport

Introduces the student to the broad concept of sport business and provides an overview of professional, collegiate, interscholastic, recreational, Olympic, Paralympic, and international sport. Searching for professional positions in sport will also be discussed.

SPB 535 Risk Management and Legal Concepts in Sport

Prerequisite: SPB 510

This course provides students with an opportunity to examine the most significant areas of risk management and law relevant to the various segments of the sport industry. Specific sport law concepts will focus on developments in negligence law, contract law, and constitutional law. Legal and risk considerations will be explored as related to managing operations including facilities and events, transportation, crowd control, and crisis situations, which create the framework for developing risk management strategies that will assist sport managers in setting guidelines, policies, plans, and procedures.

SPB 536 Legal Issues in Sport

Prerequisite: SPB 510

An in-depth look at appropriate constitutional amendments, statutory, administrative, and contract law that applies to the sport industry. Laws applicable to athlete representation will also be included.

SPB 545 Facility Planning and Management in Sport

Prerequisite: SPB 510

This course examines the various types of indoor and outdoor facilities for sport venues and related activities; examines the planning, scheduling, organizing, and controlling of sport facilities for sport-related venues and their ancillary areas; and explores the connection between facility/venue management and event management, event operations and logistics, facility and event programming and scheduling, and facility and event marketing. Specific topics also include the development of strategic sport facility management plans, preparing and controlling facility logistics, and risk and crisis management issues.

SPB 565 Sport Marketing

Prerequisite: SPB 510

This course develops knowledge and skill in the marketing process as it relates to understanding the sport consumer, logistics, promotions, and public relations activities in traditional and specialized areas of the sport industry. Primary focus will be on the application of marketing principles to specific sport scenarios.

SPB 570 Financial Aspects of Sport

Prerequisites: SPB 510 and MBA 560

The course is intended to provide an overview of the sport industry and is divided into sections reflective of the major issues surrounding the financial management of sport organization in both non-profit and profit contexts, with the emphasis on the latter. The first aspect of the course focuses on an analysis of the major professional and collegiate sport organizations in North America, with an emphasis on how economic factors have altered the face of sports and will continue to influence how leagues and collegiate conferences develop and evolve. The second unit examines ticket operations, pricing strategies and tactics, and revenues from broadcast rights, licensing, and concessions. The final unit covers fund raising and introduces corporate sponsorship in sport organizations with an emphasis on the evaluation of the sponsorship partnership as a lucrative revenue stream.

SPB 580 Research in Sport

Prerequisites: All required MBA and SPB courses; students may take one course while enrolled except for the course in which they hope to conduct research or complete a major project (e.g., sport marketing research, must have already completed SPB 565).

This course focuses on the methods, techniques, and application of the social research and evaluation process in the context of sport management. Introductory survey of social research methodologies, including developing a research problem, literature review, data collection, and data analysis, with emphasis on applications in the disciplines of sport management, will be a major emphasis in this course.

SPB 596 Thesis/Corporate Research

Prerequisites: All MBA and SPB courses required for the MBA with a concentration in sport business. Course may be concurrently taken with one other required course with the exception of SPB 580 and the course in which students hope to conduct their research/major project.

Student will be supervised in the development of a master's thesis or corporate research project. The scope of both is comprehensive.

SPB 597 Internship in Sport Business

Prerequisites: All MBA and SPB courses required for the MBA with a concentration in sport business. Course may be concurrently taken with one other required course. Its intent is to be the final culminating experience prior to the completion of the MBA with a concentration in sport business using the information learned in all previous courses. Students should understand that some organizations may require 40-hour workweeks and should consider having completed all coursework.

Students will be supervised by a sport business faculty member and sport organization on-site coordinator in an internship approved at least one month prior to the start of the intended semester. Students must work a minimum of 20 hours per week. However, it is strongly suggested that students seek out a paid 40-hour-per-week internship with a sport business in the selected field of their choice. This course cannot be taken by individuals currently working for a sport organization. Its purpose is to help individuals gain full-time employment with a sport organization. The internship shall last a minimum of 16 weeks and is a full academic course.

Criminal Justice

Course Descriptions

CRJ 500 Special Topics

This course will focus on special topics that would be of educational interest for students in the graduate program. Topics for this course will vary and, if popular, will be submitted as a permanent addition to the program.

CRJ 501 Terrorism in Israel

This course provides a comprehensive overview of international and domestic terrorism, arising from either religious or secular roots. It will examine the historical and philosophical underpinnings of terrorism in general, and specifically in Israel. Terrorist organizations in Israel will be studied, and a special emphasis will be placed on that government's preventive and investigative techniques in dealing with terrorist attacks. In addition, the student will be exposed to the rationale used by terrorist groups in an attempt to justify their attacks on Israel.

CRJ 502 Hostage Negotiations Phase I & II

This course is designed to engage students in essential intellectual and practical questions relating to the study and practice of hostage negotiations and their impact of law enforcement. The students will participate in group activities that allow them to understand the positive and negative effects of hostage negotiations. The intent of such a course is to provide students with an understanding of the crisis team structure, the dynamics of negotiations, the value of using trained police negotiators as opposed to other civilians in the workforce, the psychology in hostage negotiations, the team concept behind negotiations, communicating with people in crisis, dealing with the media, negotiator stress, and practical role plays.

CRJ 503 Preventing Terrorist Attacks

This course provides a comprehensive overview of international and domestic terrorism, arising from either religious or secular roots. It will examine the historical and philosophical underpinnings of terrorism in general, and identified terrorist organizations in particular. The course will examine exploitable weaknesses of terrorists; terrorist typology; human factors as applied to terrorists; modus vivendi of terrorists; conspiratorial association theorems; weaknesses of terrorist groups; and proactive measures in support of terrorist investigations. The course will address current efforts in counter-terrorism, with special emphasis on the federal and state responses. As a Criminal Justice course, this study will consist of a hybrid of historical information and political information, and current, relevant information on counter-terrorism objectives and methods.

CRJ 520 Contemporary Issues in Community Corrections

Underlying the community corrections movement has been an attempt to reduce the over-reliance on the use of incarceration by providing less serious offenders with community-based program alternatives. Proponents of community corrections argue that these alternatives are more humane, more cost

effective, and generally more successful approaches to corrections than traditional incarceration. Some community based correctional programs operate on tradition instead of empirically based research on effective practices. The focus of this class will be to look outside the box, debunking common assumptions, and challenging students to look deeper into existing community-based programs to determine effective practices based upon sound research methodology.

CRJ 521 Offender Treatment Methodology

This course examines the "evidence-based practice" of the methodology of offender treatment and the evaluation of programs relevant to the administration of corrections and community-based programs. Emphasis is placed on risk assessment, treatment methodology, types of offender issues, and evaluation of treatment options.

CRJ 525 Criminal Justice Policy Research and Evaluation

This course will involve advanced exercises in assessing empirical research relevant to criminal justice policy making, the acquisition of sufficient research methodology skills and knowledge to assess the quality of such studies, and practice in the application of empirical findings to agency policies and procedures. Included in this course will be the principles and techniques of program evaluation and applications through focused case studies.

CRJ 526 Research Methods in Criminal Justice I

This course will expose the graduate student to the more common techniques and concepts used in criminal justice research and evaluation as these are applied to policy, procedures, practices, and programs. With the aim of creating an informed consumer of such information, the student will have the opportunity to practice the application of empirical findings to agency policies, procedures, practices, and programs as he or she is exposed to the principles and techniques of program evaluation and research. Such an understanding is critical for both the producer and consumer of data in the criminal justice system in order to critically evaluate new knowledge as it is generated and presented by others as well as themselves.

CRJ 527 Research Methods in Criminal Justice II

Prerequisite: CRJ 526

Because the bulk of what is done in the criminal justice area depends heavily on things that have been tried in the past (the "data"), it is important to know how to treat data. This course will expose the graduate student to the more common statistical techniques and concepts used in criminal justice research and evaluation to treat the data generated by that system. The concentration will be on psychological and sociological statistics, for that is what is common in the field. Such an understanding is critical for both the producer and consumer of data in the criminal justice system in order to critically evaluate new knowledge as it is generated and presented by others as well as themselves.

CRJ 530 Ethical Issues in Criminal Justice Administration

This course examines the ethical issues relevant to the administration of criminal justice. The origins of ethical standards, the effect of these standards on the administration of justice, and issues of ethical leadership will be addressed. Emphasis will be placed on the integration of ethics into criminal justice policy making and the establishment of defined values as a means of agency direction and activity.

CRJ 535 Management of Human Resources in Criminal Justice Agencies

This course will examine the critical issues and strategic questions regarding managing human resources in criminal justice agencies. It will focus on human resource administration as a coherent, proactive management model. Current and future trends in personnel management will be examined in depth.

CRJ 540 Planning and Financial Management in Criminal Justice Agencies

This course is an examination of the interactive process of strategic planning and financial management within an agency. An emphasis will be placed upon this process as a system of organizational development, with program budgeting as the visible product. Topics will include identifying, developing, and securing fiscal resources; comparisons of levels of planning; distinguishing between operational and managerial plans; the political context of criminal justice planning/budgeting as it relates to preparation, presentation, executive and legislative approval, execution, and audit; and enhancements and alternatives to an agency's routine funding base.

CRJ 545 Introduction to Forensic Science

This course will serve as an introduction to the disciplines most recognized in the field of forensic science and how they apply to the criminal justice practitioner/administrator. This course is designed

to offer information on the history of forensic science and "criminalistics" as well as the current technologies available today, including the procedures and methods of laboratory analysis. Methods to be covered include the recognition, protection, documentation, and collection of physical evidence; laboratory analysis of such physical evidence; and courtroom acceptance of new forensic technologies.

CRJ 546 Advanced Forensic Science

This course will review the forensic science disciplines covered in CRJ 545 and introduce the student to the scientific techniques used in processing evidence found at investigations and scenes. This course is designed to allow the student to complete hands-on exercises in the forensic disciplines most commonly used in today's criminal justice environment.

CRJ 547 Forensic and Medicolegal Death Investigation

This course will review the various forensic science disciplines that collectively represent the field of forensics known as forensic medicolegal death investigation. It will explore the complex relationship between law enforcement (the investigator) and the technical and often mysterious world of the medical professional (the pathologist and medical examiner). The course will survey investigative techniques currently having significant impact upon death investigation from a variety of perspectives, both legal and medical. These perspectives will include such areas as post mortem investigations by pathologists and on the scene investigations by the medical examiner, all determinative of how the law enforcement investigations will proceed. The course is designed to introduce students to various specialized areas of medicolegal aspects of death investigation, such as childhood death. An additional purpose of this course is to expand the students' exposure and understanding of the various death scene situations that they may encounter from both a law enforcement perspective and a medical perspective when there may not be trained medical examiners available on the scene. Students will be introduced to the scientific and investigative techniques used in processing evidence and information found in death cases that are discovered and retrieved during autopsy, toxicology studies, anthropological opinions, and various other forensic disciplines.

CRJ 548 Crime Scene Investigation and Management

This course will introduce the student to the forensic techniques used in crime scene investigations (CSI), and the processing and retrieval of trace evidence such as DNA and other items of evidentiary value. Additionally, the course will introduce the student to accepted methodologies employed in contemporary crime scene management. Students will also explore and become familiar with commonly accepted forensic techniques, contemporary specialized techniques, and judicial expectations and requirements demanded by the judicial process relative to the admittance of evidence collected by forensic crime scene investigators.

CRJ 550 Legal Issues in Criminal Justice Administration

This course is an overview of the legal issues commonly facing managers in criminal justice agencies. Particular emphasis is placed on public employment law, including the hiring, promoting, disciplining, and discharging of employees; fair employment practices; and agency and administrator civil liability. Both state and federal statutory and case law will be examined.

CRJ 551 Legal Issues in Criminal Justice Agencies II

Prerequisite: CRJ 550

This course is a continuation of CRJ 550. Offering further study of civil and administrative legal issues confronting today's law enforcement supervisors and managers, this course then addresses many of the criminal law issues that become have become problematic in today's society. Many factors, including unprecedented scrutiny, a litigious society, greater awareness of individual rights, greater assertiveness of employee rights, and global media coverage (including the Internet and instant electronic media), contribute to the need for enhanced legal knowledge on the part of law enforcement managers. This course will address these numerous and complex issues. Through lectures, class discussions, written projects, case presentations, and examinations, students will develop a better understanding of the legal environment in which modern law enforcement supervisors and managers must operate successfully.

CRJ 555 Information Resource Management for Criminal Justice Management

This course includes techniques of data processing and information technology, with emphasis upon their use and application to criminal justice information management. Most particularly, the curriculum will examine the changing technology and systems available to criminal justice agencies, especially those that enhance interagency communications and coordination.

CRJ 560 Public Policy Making in Criminal Justice

This course is designed to increase the knowledge of the student about policy development in criminal justice. Of specific concern will be problem identification and the movement of an idea or issue into public policy, with special emphasis on the participants in the criminal justice policy-making process. Course content will include indicators of problems that cause concern in criminal justice and elevate that problem to such a level that public policy making is required, strategic management of criminal justice policy, and the role of the criminal justice executive as an agent of change.

CRJ 565 Leadership Applications in Criminal Justice

Contemporary literature holds that "managers do things right; leaders do the right thing." This course will offer an analysis of the most effective theories of organizational leadership, with a focus on their appropriate applications within criminal justice. Of critical importance will be the identification and discussion of those critical leadership skills necessary to advance a criminal justice agency.

CRJ 570 Future Studies in Criminal Justice

Since Alvin Toffler's work in *Future Shock*, an increasing focus has been placed on "future studies," the analysis of trends and conditions affecting society or specific organizations. This course will examine the social, technological, economic, environmental, and political issues shaping Florida, its communities, and its criminal justice agencies now and in the future. A particular emphasis will be on preparing the student to anticipate and identify such future conditions, trends, and issues.

CRJ 575 Contemporary Issues in Criminal Justice Administration

This course will provide in-depth informational coverage regarding various current issues relevant to the administration of criminal justice. The focus will be on the application of this knowledge to both public policy making and the effective management of criminal justice organizations.

CRJ 581 Impact of Terrorism on Homeland Security

This course is an introduction to political terrorism, ranging from low-level acts of threats and acts of violence that may represent significant risk to human life and property to large-scale acts of violence using "weapons of mass destruction" that may have devastating, long-term effects.

CRJ 582 Management of Critical Incident Operations

This course will explore the role of various public safety personnel in managing disaster response operations. The nature of disaster, the complexities of disaster response operations, and the roles and responsibilities of various emergency management personnel will be examined. Students will gain an understanding of common post-disaster problems and how the emergency management community may overcome these challenges.

CRJ 583 Risk Identification and Assessment

The overall goal of this course is to contribute to the reduction of the growing toll (deaths and injuries, property loss, environmental degradation, etc.) of disasters in the United States by providing an understanding of a process (the hazards risk management process) that provides a framework that may be applied at all levels of communities and governments to identify, analyze, consider, implement, and monitor a wide range of measures that can contribute to their well-being.

CRJ 584 Psychological Aspects of Critical Incidents

This course is an examination of the psychological trauma that one experiences when involved in a catastrophic event. The learner will examine terrorism and natural and man-made disasters. The learner will also examine how the aforementioned catastrophic events cause psychological trauma, related psychological and physiological disorders, sense of community trauma and loss, and the impact of such incidents on the first responder. In addition, the course will examine preparedness and the role of the mental health profession, community response teams, peer support groups, critical incident stress management (CISM), and post-traumatic stress disorder (PTSD). The study of this phenomenon by first responders and emergency managers is essential in understanding the impact of trauma and allows for the development of treatment strategies that can effectively combat the debilitating effects of catastrophic events.

CRJ 590 Applied Project in Criminal Justice Administration

Prerequisites: CRJ 530, 550, 560, 565, and six electives

This course is designed to be a capstone project in which the student will use all the skills, attitudes, and knowledge acquired from the program curriculum to address an important problem or launch a program initiative related to the administration of criminal justice. The objective of this course is primarily outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Criminal Justice degree requirements, students must demonstrate both a

mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors. The curriculum guide to be developed for this course will contain a grading rubric to ensure systematic evaluations of students' levels of mastery.

Critical Incident Management

Course Descriptions

CIM 575 Legal & Regulatory Aspects in CIM

This course examines various legal and regulatory issues impacting the critical incident management arena. Provides a historical analysis of emergency management law, including various homeland security and emergency management legal issues since September 11, 2001. Students will examine the role of federal, state, and local governments within this legal framework.

CIM 576 Financial Management

This course will examine various financial management and performance measurement concepts and techniques applicable to critical incident management. Students will analyze how the strategic management process impacts budgeting, financial management, and performance measurement. Case studies will be used to illustrate how governmental agencies are impacted by strategic planning and financial management strategies and outcomes.

CIM 577 Policy & Politics in CIM

This course will explore the political and public policy environment applicable to critical incident management. The course considers the political dynamics of critical incident management and how politics plays a role in all phases of emergency and disaster management. Through the use of case studies, students will examine various public policy formulation and implementation issues, to include problem identification, stakeholder analysis, agenda setting, and interest groups.

CIM 578 Leadership Application in CIM

This course is designed to provide students with an overview of contemporary organizational leadership theories and concepts. Special emphasis will be on effective leadership principles and practices applicable to the critical incident management arena. Students will analyze topics such as transformational leadership, motivation, effective organizational communication, group dynamics, how organizational culture impacts organizational climate, professional development, and individual and organizational ethics.

CIM 579 Applied Research Methods

This course will expose students to various techniques and concepts used in research and evaluation. Students will have the opportunity to practice the application of empirical findings to agency policies, procedures, practices, and programs applicable to critical incident management. This course will prepare students to identify a specific problem or program initiative for the Applied Project in Critical Incident Management (CIM 590).

CIM 585 Social Dimensions of Disaster

This course provides an overview of sociological research regarding disasters. Students will examine research findings relevant to individual, group, organization, and community responses to, and recovery from, disasters. Special focus will be on principles and concepts that govern the design and implementation of effective disaster warning systems, myths regarding disaster response and how people will behave, and theoretical principles and practices most applicable to the implementation of an effective local emergency management program.

CIM 586 Hazard Mitigation

An examination of the principles and practice of hazard mitigation at the local, state, regional, and federal levels. Students will explore the tools, techniques, and resources applicable to planning for and implementing successful hazard mitigation programs. Emphasis will be on the intergovernmental relationships and strategies necessary for preventing future losses of life and damage to both public and private property.

CIM 590 Applied Project in CIM

This course is designed to be a capstone course in which the student will use various knowledge and skills acquired from the program curriculum to address an important problem or launch a program initiative related to critical incident management. The objective of this course is tied to outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Critical Incident Management degree requirements, students must demonstrate both a

mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors.

Education

Course Descriptions

EDU 523 Introduction to Instructional Design

An introduction to the systematic design of instruction. Topics include goal analysis, subordinate skills analysis, determining entry behaviors, contexts for learning, performance objectives, formative assessment, summative assessments, and motivational activities.

EDU 524 Program Evaluation

An introduction to gathering and interpreting data applicable to various aspects of improving human performance for the purpose of making management and instructional decisions. Topics include training/learning needs assessments, and best practices for assessing knowledge, comprehension, and transfer of knowledge, in relation to workplace learning and how these relate to return on investment.

EDU 527 Adult Learning Theory

This course is designed to give Master of Science in Instructional Design students the opportunity to explore various psychological theories of learning. There will be an emphasis on the application of these theories in adult settings in education, training, and professional development. Using both group and individual projects, the students will gain the ability to apply the principles of instructional design in educational, military, and corporate settings.

EDU 528 Educational Governance and Professional Ethics

This course provides students with knowledge of the organization and governance of U.S. education. Included are the study of political systems and their impact on public schools; historical antecedents and their influence on democratic values; and the study of the major education philosophies and their impact on curriculum. Current education issues and trends are presented. The program of study examines the legal rights and responsibilities of students and teachers, with a focus on the professional code of ethics and the responsibilities of teachers.

EDU 531 Specific Methods in Teaching Social Studies

Prerequisites: 12 hours in program completed; passing score on FTCE SAE

This course explores methods and problems in the teaching of social studies in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards. Field experience is required.

EDU 532 Instructional Strategies

Applies learning theory to course development. Topics include the use of media for teaching/learning, active learning, instructional theories, and best practices for development of both synchronous and asynchronous courses.

EDU 533 Specific Methods in Teaching Mathematics

Prerequisites: 12 hours completed in program; passing score on FTCE SAE

This course explores methods and problems in the teaching of mathematics in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards. Field experience is required.

EDU 535 Specific Methods in Teaching Science

Prerequisites: 12 hours completed in program; passing score on FTCE SAE

This course explores methods and problems in the teaching of science in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards (e.g., biology, physics, chemistry). The subject specialization course is selected in advance of registration. Field experience is required.

EDU 537 Specific Methods in Teaching English

Prerequisites: 12 hours completed in program; passing score on FTCE SAE

This course explores methods and problems in the teaching of English in 6-12 schools. Topics include the alignment of long- and short-term planning with state (e.g., Florida Sunshine State Standards) and national standards. Field experience is required.

EDU 541 Utilization of Instructional Technology and Media

Prerequisite: EDU 523

This course will serve as an introduction to the effective use of instructional technology and media. Topics include planning for use of instructional media, graphics, audio and motion media, one-way and two-way communications, audio conferencing, videoconferencing, computers as tools for learning, producing, and evaluating the effectiveness of instructional technology and media.

EDU 542 Methods in Instructional Technologies

This course explores the theory, research, and practice required for the effective application of instructional technologies in the classroom. Computer hardware and software applications to classroom teaching are included.

EDU 543 Advanced Instructional Design

Prerequisites: EDU 523, 527, 532

This course is designed to help students explore the fundamentals of the instructional design process, including application of the principles of learning theory and instructional strategies to the instructional design process. Students will analyze, evaluate, and apply the principles of instructional design to develop educational and training materials for the resolution of instructional problems. Learners will engage in a variety of individual as well as team-based learning activities to complete each phase of the instructional design process as well as develop prototype instructional products.

EDU 545 Education Management and Organization

This course offers a broad and critical analysis of classroom management issues. The program of study explores major theories on understanding the management of student behavior, with an examination of effective classroom policies, rules, and procedures. Parental involvement and strategies for creating a positive learning environment to meet the needs of all students are addressed.

EDU 546 Reading in the Content Areas

Students will examine current research and instructional approaches that focus on improving 5-9 student reading skills. This course is designed to address comprehension issues in the content area classrooms. Students will learn to develop an understanding of the challenges 5-9 students face while reading, how to identify reading demands in content areas, and how to develop lessons to include reading skills in the content area classroom. Field experience is required.

EDU 547 Educational Assessment and Measurement

This course introduces classical and modern measurement theory, practice, and the basics of applied statistics. The program of study examines the assessment of traditional classroom performance, including test construction and improvement. Standardized testing applications within the context of the classroom and school improvement are considered.

EDU 548 e-Learning

This course addresses the complex and multifaceted issues associated with the design, development, and implementation of e-learning programs. Students will explore instructional strategies and tools for development and delivery as well as teaching strategies, and management issues from both the faculty and institutional perspectives.

EDU 550 Action Research in the Classroom

Prerequisite: 27-30 (depending on content specialty) hours completed in program or permission of the Director. Corequisite: EDU 580.

Students will be exposed to processes/design and analyses associated with action research in the classroom. Students will design an action research proposal for implementation in the classroom. The research project must focus on improving scholastic outcomes for 6-12 students. This course is offered over two consecutive terms. Field experience is required.

EDU 552 Diffusion and Adoption of Innovations: Change Management

The study of the diffusion and adoption of innovations including models of change, research-based practice, adaptation due to contextual constraints, and the challenges particular to the adoption of technology in educational settings. Topics include systems theory, models of change, and issues of implementation.

EDU 561 ESOL for Content Teachers

Prerequisite: 9 graduate credits or the permission of the Director

This course is designed to provide content area teacher candidates with research-based theoretical and practical knowledge to meet the cultural, linguistic, and educational needs of English language learners (ELLs) in the State of Florida. The course will provide an overview of ESOL teaching

methods, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, and testing and evaluation of ESOL in order for candidates to use culturally sensitive and research-based pedagogy to foster ELLs' learning of both content and language. Participants will conduct culture investigations, develop and modify lesson plans, evaluate curricular materials and resources, and examine issues in assessment for ELLs. Field experiences is required.

EDU 562 ESOL 1: Applied Linguistics

Prerequisite: 9 graduate credits or the permission of the Director

This course is designed to provide pre-service teachers at the graduate level a knowledge base in applied linguistics, a broad understanding of the theoretical underpinnings of the field of second language acquisition, and familiarity with issues in cross-cultural communication, language instruction, and assessment in order to meet the educational, linguistic, and cultural needs of English language learners (ELLs) as is mandated by the ESOL Consent Decree in the State of Florida. The course will address theoretical constructs of the field as well as exemplify research-based practical applications in the classroom for meeting the academic and communication needs of ELLs. Field experience is required.

EDU 563 ESOL 2: Methods of Teaching and Testing/Evaluation

Prerequisite: EDU 562

This course is designed to provide graduate students the theory and the necessary instructional methodologies to effectively meet the curricular needs of English language learners (ELLs) in the K-12 classroom. Reading and writing instruction, curriculum, testing, and evaluation as well as reading and writing in the content areas will be the emphasis of this course. Field experience is required.

EDU 576 Applied Project in Instructional Design

This course is designed to be a capstone project in which the student will use all the skills, attitudes, and knowledge acquired from the program curriculum to address an important problem or launch a program initiative related to the field of instruction design. The objective of this course is primarily outcomes assessment for the Graduate Program. For successful completion of this course and the Master of Science in Instructional Design degree requirements, students must demonstrate both a mastery of the curriculum content and an articulated ability to apply what has been learned to professional endeavors.

EDU 580 Internship

Prerequisites: 27-30 (depending on content specialty) hours completed in program or permission of the Director; passing score on FTCE: General Knowledge and Professional Education.

Corequisite: EDU 550.

The internship is a full-time practice teaching experience in the classroom, which is taken in one of the two final semesters under the supervision of a qualified teacher and a University supervisor. Students apply the knowledge and skills acquired in professional preparation. The program of study involves a time block coinciding with daily schedules of teachers, usually from 8:00 a.m. to 3:30 p.m. The course is available only to students who have applied and been approved for student teaching through the office of Graduate Studies in Education. This is a pass/fail course. This course is offered over two consecutive terms.

EDU 602 Foundations in Reading

This course provides the education major with the investigation of basic theories underlying traditional and recent approaches to the teaching of reading. It includes the study of the five essential components of the reading process: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This course also provides the opportunity to interpret informal reading inventories and other diagnostic measures used for assessing the major elements of reading growth of the five essential components of reading. Field experience is required.

EDU 605 Elementary Reading Assessment and Intervention

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels in the elementary school. This course also presents the students with knowledge and use of effective scientifically based intervention strategies. Field experience is required.

EDU 607 Theories and Practices of Curriculum

This course is designed to provide insight in the historical, philosophical, social, and psychological foundations of curriculum. It will examine ways in which curricular theories and research inform curricular decisions, designs, and policies. Factors that impact curriculum development, implementa-

tion, and evaluation are studied. The purpose of the course is to help future and current administrators become instructional leaders.

EDU 610 Secondary Literacy, Assessment and Intervention

This course focuses on providing teachers with formal and informal assessment measures to use to determine students' literacy levels in the secondary school. This course also provides the students with the knowledge and use of effective scientifically based intervention strategies. Field experience is required.

EDU 615 Instructional Leadership: Theory and Practice

Scientifically based research best practices, within the context of current curricula models, to ensure student learning, with an emphasis on reading, and achievement through efficient and effective classroom management; instructional design, strategies, and materials; and evaluation practices are examined.

EDU 620 Special Education: An Introduction to Law, Ethics, Placement, and Diversity

Laws governing special education, ethics, diversity/overrepresentation, and federal classification categories and placement are targeted in this course. Additionally, general information regarding high- and low-incidence disabilities will be covered.

EDU 621 Psychology of Learning

This course provides an overview of the cognitive and social/emotional development of the child, young adult, and adult. The major focus of the course is a study of current psychological theories of learning, including motivation, cognitive processing, brain-based theories, recent concepts of intelligence, and the role of the education leader in fostering student learning and effective teaching.

EDU 622 Managing Classroom Diversity

This course examines the nature and needs of special student populations, including multicultural and exceptional students; the response of K-12 education to these diversity issues; adaptive strategies for the teacher or administrator that foster the development and learning in each student; and the management of these adaptations in an inclusive classroom. Offered once every two years.

EDU 623 Psychology of Reading

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director

This course will examine the psychological substructure of reading. The course will examine the movement from traditional views of reading based on behaviorism to an understanding of reading and readers based on cognitive psychology. The course will also cover various models of reading and literacy development as well as theories underlying approaches to specific reading difficulties.

EDU 624 Instructional Leadership: ESE

Strategies to align curriculum, instruction, and assessment, using research-driven best practices for ESE students. The schooling needs of ESE students are examined, as well as the tools and strategies used by schools to meet those needs within the context of state and federal law and community expectations and resources.

EDU 626 Communication Skills & Technology for Instructional Designers

This course explores the theory, research, and practices required for effective application of verbal and written communication skills needed by instructional designers in their varied roles. Computer hardware and software applications relevant to instructional design and effective communication are included.

EDU 627 Literature for Children and Adolescents

This course will provide an overview of children and adolescent literature for use in the K-12 reading program. Students will learn how to choose effective literature from various genres and formats, including the use of literature to address the issue of diversity in the K-12 classroom. Additionally, strategies for the effective use of the literature with various levels of readers will be presented and discussed. Field experience is required.

EDU 628 Educative Assessment and Accountability

Research-based models for ensuring school effectiveness, accountability, and continuous quality improvement are examined. Considered are norm-referenced and criterion-referenced testing, standardized test score interpretation, data mining, data analysis, data reporting, and using data-based decision making to improve student achievement. Florida's system of school accountability and grading is studied.

EDU 629 Current Theory and Practice in Reading

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director

This course will examine the current research in reading and its application to reading instruction and program development. The topics covered will include word recognition processes in reading, comprehension, learning to read, disorders of reading, brain and biological bases of research in reading.

EDU 630 Measuring Learning & Performance

This course considers introductory classical and modern measurement theory and practice, classroom test construction and improvement, and standardized testing applications.

EDU 632 Research Methods

The purpose and role of educational research in informing educational policy and decision making are studied. The research process, sampling strategies, and threats and controls to research design integrity are considered. Designs studied are non-experimental; pre-, true-, and quasi-experimental; single subject; and qualitative.

EDU 633 Theories and Methods for SLD/EH

This course focuses on etiology, theory, and intervention for students with specific learning disabilities and emotional disturbance. Attention is placed on theoretical implications for the educational planning, instructional management, and delivery of educational services in K-12 settings. Field experience is required.

EDU 634 Theories and Methods of Intellectual and Developmental Disabilities

This course focuses on etiology, theory, and intervention for students who are cognitively impaired, developmentally delayed, and/or physically impaired. Special attention is placed on theoretical advances in the treatment, prevention, and remediation of organic impairments in the K-12 setting, including assistive technology and adaptive curricula. Field experience is required.

EDU 635 Technology for Instruction and Leadership

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. Reliable and effective Web-based communication and modalities of e-learning are examined, including the development of a school technology plan.

EDU 640 Managing Students with Exceptionality

This course examines the theories of behavior management in exceptional student education, with a focus on positive behavioral support. Students learn how to apply behavior management principles in the K-12 exceptional education classroom, to collect and analyze data, and to select appropriate interventions. Field experience is required.

EDU 641 Remediation and Correction

This course focuses on providing teachers with concrete methods for locating and correcting reading difficulties. Emphasis is also placed on the use of strategic approaches to the teaching of reading.

EDU 645 Methods to Integrate Reading and Writing

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director

This course presents theory and current best practices in teaching the integration of reading and writing. Students will learn how to implement an integrated language arts program by analyzing the various methods used to explicitly teach the essentials skills and concepts in the field of language arts. Field experience is required.

EDU 646 Assessment for ESE: Evaluation, Interpretation, and Placement

Prerequisite: twelve graduate hours

This course introduces the basic concepts of testing and measurement theory and explains the nature of assessment and evaluation. The course presents commonly used testing instruments and assessment procedures (both formal and informal and traditional and alternative assessments) used with exceptional students (K-12). Emphasis is on the selection of an appropriate comprehensive battery of tests and assessment measures, practice in administration and assessment activity, practice in scoring and interpretation for diagnosis and instruction, practice in reporting results, ability to establish a test environment, and training in ethics and requirements of fair testing, assessment, and evaluation. Field experience is required.

EDU 647 School Operations

Prerequisites/corequisites: EDU 649, 659, 688, and 662

This course provides the student the opportunity to research school operational issues, engage in related field experiences, apply readings and experiences to application projects, submit application

projects to peer and preceptor review, and to reflect. The field experiences are conducted over one semester (16 weeks) with a minimum of 120 hours to be invested in 19 required activities. The student is responsible for securing his or her mentor (high-performing principal or senior assistant principal) and necessary participation agreements.

EDU 649 Community School Relations

Strategies to promote school and community cooperation and partnering are examined, as are methods of effectively communicating with students, parents, teachers, and other staff. Best practices for managing and effectively using school advisory committees are examined.

EDU 653 Collaborating in Inclusive Settings

Prerequisite: twelve graduate hours

This course is designed to prepare special education majors with the knowledge of theories and research pertaining to consultation, working with teams of other professionals and collaborating with parents and professionals. Additionally, this course is designed to teach special education teachers skills for working with others in both collaborative and consultative models. Field experience is required.

EDU 656 Transition Planning for Students with Exceptionality

Prerequisite: twelve graduate hours

This course explores the process through which students with exceptionality make the transition from school to adult life. The stages of career development, domains of transition planning, family and community roles in transition, and transition IEPs are discussed.

EDU 658 Leadership in the Development of Reading Programs

Prerequisite: EDU 602, EDU 546, EDU 605, EDU 610 or permission of the Director

This course focuses on the planning and coordination of school-based/system-based reading programs from a leadership perspective. Students will design a sample program that could be implemented in a K-12 school setting. The role of the reading coach will also be discussed. Field experience is required.

EDU 659 Public School Law

Examined are state and federal case, statutory, regulatory, and constitutional law pertaining to student and teacher rights and responsibilities, torts, student services, student and teacher records, and the relationship between church and state.

EDU 660 School Leadership: Theory and Practice

The historical development of American public education organization is examined. School organizational models, policy issues, development, planning, and policy-making are studied from the systems and continuous quality improvement theories perspective.

EDU 661 Managing the Learning Environment

Prerequisites/corequisites: EDU 615, EDU 624, EDU 628, and EDU 635

Research, theory, and best practices for improving the instructional program of the school and the process for school improvement are thoroughly examined. Students will engage in field experiences to apply the theory and best practices. The field experience is conducted over one semester (16 weeks) for a minimum of 120 hours to demonstrate mastery of the required competencies and skills. The student is responsible for securing his or her mentor (high-performing principal or experienced assistant principal) and necessary participation agreements.

EDU 662 Human Resource Development in Education

State, federal, and case law on human resource management and development in education is examined, with emphasis on using human resources to foster student learning and achievement.

EDU 665 Educational Governance

Studied are contemporary education issues, national educational reform initiatives, and the politics of education. The program of study examines the legal rights and responsibilities of students and teachers, including the professional code of ethics and the responsibilities of teachers.

EDU 669 Principalship: Theory and Practice

Corequisite: EDU 678

Presented is a detailed examination of the instructional and managerial leadership roles, knowledge, values, and skills of an effective principal.

EDU 670 Action Research

This course is designed to introduce students to action research, a qualitative approach to research. Students will develop an understanding of the research statistical foundations, and design, analysis,

and evaluation of an action research project. Students will engage in an action research project on a topic that is appropriate to their discipline.

EDU 671 Research in Education

Prerequisite: completion of at least 24 credit hours or permission of the Director

This course allows students to engage in a research project within their professional area. Under the supervision of a faculty mentor, students will select an area of interest and design and complete a graduate-level project geared toward developing in-depth understanding of the selected topic. Typical projects can be research papers or applied projects within a selected school. This is a pass/fail course that may require some fieldwork.

EDU 672 Instructional Design for ESE

Prerequisites: 24 graduate hours or permission of the Director and passing scores on the FTCE and the ESE Subject Area Exam.

Corequisite: EDU 674.

The purpose of this course is to equip educators with valuable instructional strategies for working with diverse learners with exceptionalities. Methods from a broad domain of effective teaching practices will be identified, developed, and implemented in the teacher's classroom. Teachers will collect data on students' performance to evaluate their teaching strategies and improve their practice. This course will be offered in a 16-week format and must be taken concurrently with EDU 674.

EDU 673 Supervised Practicum in Reading

Prerequisites: EDU 546, EDU 602, EDU 605, and EDU 610 or permission of the Director

This course requires the graduate student to work with several K-12 students in a classroom setting—diagnosing, prescribing, and implementing a reading plan for improvement. Students will apply "best practices" in reading instruction based upon concepts and research acquired in the prerequisite courses in the Reading Program. Field experience is required.

EDU 674 Practicum in ESE: Action Research in the Classroom

Prerequisites: 24 graduate hours or permission of the Director and passing scores on the FTCE and the ESE Subject Area Exam.

Corequisite: EDU 672.

Exceptional education students are required to complete a supervised practicum in a pre-K-12 classroom that serves the needs of students with exceptionality. This practicum may be completed in an inclusive or a self-contained environment. During this practicum, students are expected to complete an action research project that has been approved by the University supervisor. This project must focus on improving outcomes for students with exceptionality. Grading is pass/fail. This course is offered across two consecutive terms and must be taken concurrently with EDU 672.

EDU 676 A Practicum in School Leadership

Under the guidance of a high-performing school leader (preceptor), the student engages in a 120-hour leadership practicum, employing the Educational Leadership Constituent Council (ELCC) Standards for the preparation of school administrators. Within the practicum, the student must successfully complete three applied projects that impact (1) curriculum and instruction; (2) student achievement; and (3) the school community. The student is responsible for arranging his or her practicum setting and preceptor and must satisfy all University and practicum setting requirements. Grading is pass/fail.

EDU 678 Educational Leadership Practicum

Prerequisite: 24 hours of coursework or Director's permission

Corequisite: EDU 669

Under the guidance of a high-performing school leader and Graduate Education faculty member, the student engages in a 150-hour leadership practicum employing all ten of the Florida Principal Leadership Standards. Within the practicum, the student must successfully complete three applied school improvement projects (modules) that impact (1) the school curriculum and instructional programs; (2) student achievement; and (3) the school's role within the community. The student is responsible for arranging his or her practicum setting and preceptor, and must satisfy all University and practicum setting requirements. Grading is pass/fail.

EDU 688 Public-School Financial and Facilities Management

The funding of education in the United States and Florida is examined. The process of planning, developing, justifying, implementing, and evaluating a school budget is studied. Accounting and auditing strategies and practices are considered. School building use and safety are examined.

EDU 701 Ensuring Quality ESE Services

The legal, research, and programmatic frameworks for ESE services are explored as are prevailing best practices. The responsibilities and role of the principal in ensuring the delivery of high-quality ESE services are thoroughly examined.

EDU 702 Effective Reading & ESOL Instruction

Research-based strategies for effective reading and ESOL instruction and prevailing best practices are studied. The specific role of the principal in ensuring effective reading and ESOL instruction across the school program is examined.

EDU 703 Applied Educational Statistics

This course considers the computation and interpretation of applied descriptive (e.g., measures of central tendency, variability, and position) and inferential statistics (e.g., t-tests, correlation, AVOVA, and multiple regression) used in education.

EDU 704 Assessment & Accountability

State and federal accountability frameworks are studied as is the use of assessment data to improve curriculum, instruction, and student achievement. Strategies to communicate assessment data to various stakeholder groups are explored. Emphasis is based on Florida's public education accountability system.

EDU 705 Fostering High Quality Teaching

Teacher selection, induction development, retention, and discipline are thoroughly examined as is the essential role of the principal in ensuring high quality ethical teaching.

EDU 706 Instructional Technology

The role of instructional technology as well as the role of the principal in ensuring effective deployment of such technology to foster improved curriculum, instruction, and student achievement is examined, with special attention given to reading, math, and science education.

EDU 707 Leading the School Organization

The historical development of public K-12 education in the United States and internationally is reviewed. The modern U.S. K-12 school is thoroughly examined as is the role of the principal in fostering a school culture and ethic supportive of continuously improving curriculum, instruction, and student achievement.

EDU 708 Building Partnerships

The theory, research base, strategies, and prevailing best practices for building partnerships to support a school's education program are thoroughly explored. The principal's centrality to effective partnership building, incorporating a community's diversity, is examined.

EDU 711 School Leadership

Prerequisites/corequisites: EDU 707 and EDU 708

Studied are leadership theory, research, and application; leadership ethics; strategic planning, ensuring a high-quality, safe learning environment; the school and school district relationship; and effective instructional and administrative leadership. The course includes an 80-hour practicum component.

EDU 712 School Leadership Topics

Prerequisite: permission of Director

Under the guidance of a high-performing school leader and faculty member, the student engages in a 160-clock-hour leadership experience employing all ten of the Florida School Leadership Standards. An applied project aimed at improving a specific school's curriculum, instruction, or student achievement is conducted.

EDU 713 Program Evaluation: Introduction

Examined are evaluation ethics and methods and models of inquiry used by educational organizations. Classroom, action, quantitative, and qualitative program evaluation methods are considered.

EDU 714 Program Evaluation: Instrumentation and Analytics

Studied are the ethical application of introductory descriptive, inferential, and correlation procedures commonly used in program evaluation. Emphasis is on the use of statistical data in decision making to improve curriculum, instruction, and student achievement.

EDU 715 Program Evaluation: Design

The application of continuous quality improvement policies, models, and research to educational products, processes, programs, and services is examined.

EDU 716 American Higher Education

The historical development and current system of higher education in the U.S. is studied. Focus is upon institutional diversity, state and federal roles in funding and management, demographic trends, and higher education's public image. Also examined are the various state systems of higher education.

EDU 717 Student Affairs Administration

This course is designed to provide an introduction to student affairs work in the college and university setting through a review of its historical context; philosophical and practical bases; organization and administration; specific programs; roles and responsibilities; contemporary issues and trends; and implications for student affairs professionals. Characteristics and attitudes of contemporary "traditional" and "non-traditional" students and how those are influenced by the various higher education environments are examined.

EDU 718 Higher Education Enrollment Management

The course considers current concepts, techniques, and practices used in effective enrollment management programs, higher education recruitment programs, prospective student choice making patterns, using financial aid and scholarship tools to promote enrollment, evaluating current recruitment effectiveness, and effective student retention strategies.

EDU 719 Higher Education Curriculum

Curricular development in colleges and universities is examined with emphases on historical influences, curricular trends, academic planning, and development. Strong emphasis is placed on serving students with disabilities.

EDU 720 Higher Education Law

This course will enable students to form a functional understanding of the American legal system, the Florida and U.S. court structure, major legal issues in higher education, due process in handling legal issues in a higher education setting, tort law in a higher education, and contract law.

EDU 721 Higher Education Governance

Examined are leadership and managerial concepts and practices, organizational theories, decision making, strategic planning, and policy formulation applicable to American higher education. Also examined are the American professoriate, faculty development, and faculty governance.

Social Work

Course Descriptions

SWK 510 Human Behavior in the Social Environment I

This course, the first of two required courses in human behavior in the social environment, is designed to prepare the student to understand human development across the life cycle, focusing on the interactions between and among systems (cultural, biological, social, psychological, and life-style) that make an impact on human development. This course will provide knowledge and an understanding of human development from conception across the lifespan. To illuminate this topic, an exploration of theories of change, and individual and family behavior as understood from a biopsychosocial and spiritual perspective is introduced. Theoretical explanations of development derive from the interactions of biological, psychological, and social sources, with special emphasis placed on systems theory.

SWK 520 Social Welfare Policy

A description of the major components of the social welfare system in the United States. This course includes the historical development and philosophy behind our present social welfare system and uses current social welfare programs as examples. This is a course designed to focus on the policy making process within the social welfare system. The primary emphasis of this course is on macro systems, not micro systems. The course will describe what social policy is and explore the various ideas, philosophies, beliefs, and attitudes that have led to the development of various social welfare programs in the United States. Recognizing the fundamental duty of the social work profession to promote social equity and justice, this course looks at the values that underlie various policy approaches and identifies policy shifts rooted in recurring tensions or controversies. Consequences of different policy approaches are examined in light of their impact on racial and ethnic minorities, gay men and lesbians, women, the poor, and persons with mental and/or physical challenges. The student will also look at international policy as a comparison.

SWK 530 Methods of Social Work Practice with Individuals and Families

This is the first required practice course in the graduate social work curriculum. Employing a generalist practice perspective, this course introduces students to social work values, knowledge, and skills essential for beginning social work practice with diverse populations. This course will introduce the student to generalist practice in social work, emphasizing the differences among micro, macro, and mezzo approaches. Building upon the liberal arts foundation courses, it is the first course in the social work practice sequence. Students will become familiar with the foundation of professional social work knowledge, values, and skills and will explore closely the ethical dilemmas inherent in social work practice. The NASW Code of Ethics will be used to study professional values. This course will examine systems theory, the ecological perspective, and the problem solving method in micro level practice. Students will begin to develop skills through the use of case presentation, role-play situations, video taping and feedback, and class discussions. Micro practice skills will be emphasized with particular attention given to the development of skills in working with ethnically, racially, and gender sensitive cases. This course will present practice content on people of color, women, children, the aged, disabled, and gay and lesbian persons. It will emphasize the impact of discrimination, economic deprivation, and oppression of these groups.

SWK 540 Social Work Research Methods

This course provides a detailed examination of the techniques and methods of social research as they relate to evaluation of social services and social work practice. The course is designed to introduce students to the scientific method of inquiry within the context of advanced generalist practice and research problems. Special attention will be given to applied research methodologies that will enhance the student's use of evidence-based social work knowledge and skills. The following topics are explored: hypothesis construction; formulating a research design; measurement; data collection methods; elementary and social statistical data analysis; and the ethics, politics, and uses of social research. Students are introduced to the various ways in which these underpinnings are designed to aid in the development of the appropriate language, knowledge, and skills for the application of research methods associated with advanced generalist social work practice.

SWK 550 Human Behavior in the Social Environment II

Prerequisite: SWK 510

From a person-in-environment perspective, this course focuses on individual development over the life span; on the theories and knowledge about the range of social systems in which individuals live; how human behavior affects and is affected by these systems; how these systems promote or deter human health and well-being; and an introduction to critical thinking and an opportunity to apply its principles. In addition, this course covers issues of diversity, including practice issues with clients from differing social, cultural, racial, and class backgrounds; issues of social and economic justice and oppression; practice issues as they relate to clients belonging to populations at risk; and issues involved with systems of all sizes, including macro systems.

SWK 560 Methods of Social Work Practice with Groups

Prerequisite: SWK 530

This course builds on SWK 530 in preparing students for a generalist approach to social work practice. This methods course is designed to provide students with an understanding of social work practice with groups using the classroom as a laboratory for developing group leadership skills. SWK 560 expands basic knowledge, values, ethics, and skills, with an emphasis on mezzo level problem solving. This course includes theories and techniques for planning, assessment, direct intervention, and advocacy with small groups and families. The strengths and problem solving methods of practice with small groups and families are emphasized. SWK 560 illustrates the relationship between micro and mezzo skills and continues an emphasis on ethical decision making and issues of diversity in social work practice. The goal of the course is to provide students with experiential learning opportunities for skill development in leading and becoming effective members in a variety of groups.

SWK 570 Methods of Macro Social Work Practice

Prerequisites: SWK 530 and SWK 560

This course introduces macro practice concepts to the clinical social work student. The focus is on the exploration of leadership, administrative, planning, and community roles in social work practice. SWK 570 emphasizes the use of generalist skills in macro practice. The application of practice skills in problem identification and definition, assessment, data collection, planning, implementation, and evaluation are applied to macro intervention throughout the coursework. The course illustrates the relationship between, and the integration of, micro, mezzo, and macro skills, and continues the em-

phasis on ethical decision making and issues of diversity in social work practice. Various social work roles including that of advocate, activist, broker, and case manager will be explored.

SWK 580 Field Practicum I

The purpose of Field Practicum I is to give students the opportunity to apply theory to social work practice. The student will engage in implementing generalist social work practice skills. Students are expected to participate at their field agency placement two days a week (16 hours a week). A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of beginning social work practice. The seminar will meet two hours per week for sixteen weeks.

SWK 590 Field Practicum II

Prerequisite: SWK 580

The purpose of Field Practicum II is to give students the opportunity to apply theory to social work practice. The student will engage in implementing generalist social work practice skills. Student are expected to participate at their field agency placement two days a week (16 hours a week). A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of beginning social work practice. The seminar will meet one hour per week for sixteen weeks.

SWK 610 Leadership

The purpose of this course is to help students become more effective leaders and to better understand the demands of leadership. The student will learn leadership knowledge and skills required to succeed in the workplace. The course defines leadership as a process of influencing an organized group to accomplishing its goals. Major research findings will be presented that can give leaders insight about how to become more effective in analyzing and responding to situations. The course builds on macro content taught in social work courses and theories of individual and group behavior presented in foundation courses on human behavior in the social environment.

SWK 615 Advanced Clinical Practice with Individuals

This course builds upon the comprehensive understanding of the interactions of human behavior and the social environment explored in foundation practice courses. SWK 615 is designed to facilitate competent practice in the planned change process with greater depth and breadth and specificity for generalist social work practice. It provides increased knowledge and skills for the integration of values and ethics that will enable students to practice using an ecological perspective at the advanced level. Evidence-based practice is emphasized in the application of theory and the evaluation of practice.

SWK 617 Advanced Practice Theories and Interventions in Workplace Settings

This course will examine a number of conceptual frameworks and advanced clinical theories and interventions to prepare students to analyze, assess, and intervene with individuals, couples, families, groups, and organizations in the workplace setting. Students will receive historical, theoretical, and clinical information sufficient to work with individuals, couples, families, groups, and organizations.

SWK 620 Ethical Foundations in Social Work Practice

This course builds upon the basic concepts and methods of scientific inquiry used to facilitate knowledge and evaluate practice. The following topics are explored: single case designs, needs assessment, program evaluation, and application of evaluation methods results to social work practice in both clinical and managerial settings.

SWK 621 Supervision and Administration in the Workplace

This course examines the theories and applications of supervision in organizations through the framework of the social work profession's approach to supervision. Students will be taught supervisory processes and skills to apply to issues that arise between supervisors and supervisees. Analysis of social service agency administration will be examined and compared with other types of organizations' administration.

SWK 625 Psychopathology

This course is an advanced practice class that is required in both the advanced clinical practice and management concentrations. The course provides an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual diagnostic criteria, and examines treat-

ment strategies and techniques. Particular attention is paid to the relationship between the social environment, cultural influences, and emotional and mental health.

SWK 630 Advanced Clinical Practice with Couples and Families

This course links theory and practice in consideration and application of the major models of family therapy. Family and couples issues of gender, ethnicity, empowerment, and multiculturalism are explored, as are intervention strategies in correcting maladaptive couple and family interactive patterns. The course illustrates the relationship between, and the integration of, micro and mezzo, with an emphasis on ethical decision making and issues of diversity in social work practice.

SWK 635 Social Work Practice in the Military

This course provides a comprehensive and in-depth examination of the practice of military social work. This course provides a historical context and a thorough review of the specific practice of social work with the branches of the U.S. military. The course examines the unique culture of the military community and the issues facing military service members and their families.

SWK 640 Evidence Based Social Work Research Methods

This course builds upon the basic concepts and methods of scientific inquiry used to facilitate knowledge and evaluate practice. The following topics are explored: single case designs, needs assessment, program evaluation, and application of evaluation methods results to social work practice in both clinical and managerial settings.

SWK 645 Field Practicum III

The purpose of Field Practicum III is to give the student the opportunity to implement advanced social work practice theory and skills in either the advanced clinical practice concentration or the management concentration. The student is expected to participate at their field agency placement two days a week (16 hours a week). The student is expected to carry a caseload of 3-5 cases in order to implement interventions integrating advanced theories and interventions on all levels: micro, mezzo, and macro. Students will be prepared for autonomous advanced social work practice. A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of advanced social work practice. The seminar will meet one hour per week for sixteen weeks.

SWK 650 Advanced Management Policies and Practices in a Diverse Workplace

This course focuses on the development of innovative managerial practices that value and promote diversity in the workplace in a global economy for social workers working in for-profit and non-profit organizations. Effective management practices that address the needs of employees who are adapting to complex economic and social environments are essential for a workplace to minimize and avoid potential problems such as group conflicts, discrimination, and even violence in the workplace. Building on content learned in foundation courses in social policy, human behavior theories, and practice on the micro, mezzo, and macro levels, this course will examine the inclusion and exclusion experiences of people from diverse communities using social psychological theories to provide social workers with the skills to assist organizations in developing productive environments within the organizations and within their larger communities.

SWK 660 Field Practicum IV

The purpose of Field Practicum IV is to give the student the opportunity in implementing advanced social work practice theory and skills in either the advanced clinical practice concentration or the management concentration. The student is expected to participate at their field agency placement two days a week (16 hours a week). The student is expected to carry a caseload of 3-5 cases in order to implement interventions integrating advanced theories and interventions on all levels: micro, mezzo, and macro. Students will be prepared for autonomous advanced social work practice. A seminar will be offered in conjunction with the field practicum. It will facilitate the process of integrating social work knowledge, skills, values, and a liberal arts base into a set of practice competencies necessary for the performance of advanced social work practice. The seminar will meet one hour per week for sixteen weeks.

Theology

Course Descriptions

PHI 502 Philosophical Foundations of Theology

This course is a survey of the Western philosophical tradition from its beginnings in Greek thought to the twentieth century; it includes the reading and analysis of texts by Plato, Aristotle, Augustine, Aquinas, Descartes, Kant, and Nietzsche.

THY 501 Hebrew Scriptures: History and Theology

This course is a critical introduction to the history of ancient Israel through a literary-historical analysis of the biblical text, including a more focused study of key books, passages, and theological themes (e.g., covenant and prophecy). The course provides the students with adequate tools to pursue further study of the Hebrew Scriptures.

THY 502 Christian Scriptures: History and Theology

This is a critical introduction to the history and theology of the New Testament, including employment of contemporary tools of interpretation.

THY 510 Theological Foundations I

This is an inquiry into theological method, theological anthropology, sin, grace, faith, revelation, God, Christ, and Trinity.

THY 511 Theological Foundations II

This course continues the exploration of Christian ecclesial and self-understanding: Christ, Trinity, Church, sin, and grace. The course cites important movements in the history of Christian thought with attention to how language, culture, and history have affected our interpretation of God's saving acts.

THY 513 Worship, Sacraments, and Liturgy: Theology and Praxis

This course continues the Christian ecclesial and personal understanding regarding worship, ritual, and sacraments. The praxis includes preparing and perhaps leading sacramental and ritual celebrations.

THY 521 Christian Ethics I: Foundations

This introduction to moral theology explores the basic principles and methods that will enable individuals to assess moral arguments and to give a credible theological defense of one's position on current moral issues. Christian ethics lays the foundations for discerning and living Christian life.

THY 522 Christian Ethics II: Social Justice and Public Ethics

This course explores the Catholic social teaching and social justice issues in business and politics. This course explores the great Catholic social teaching beginning with the papal encyclicals and then the letters of the American Bishops on peace, the economy, capital punishment, etc. (Students may substitute REL 523 for this course with permission of the Director.)

THY 523 Christian Ethics III: Medical-Moral Issues

This course studies the ethical principles related to medical-moral concerns, such as abortion, stem-cell research, sexual reproduction, and end-of-life issues.

THY 527: The Church (Ecclesiology) and Worship

This course examines the nature of the church and the emerging challenges it faces in fulfilling its mission. It will include an examination of the church's self-understanding as expressed in its worship and sacraments.

THY 550 History of Christianity

This is an inquiry into theological, spiritual, and institutional history of Christianity from the time of Jesus until the present.

THY 551 Abraham's Tent

This course is a study of what Christians and Jews share, where they differ, and how they might work together for a more peaceful world.

THY 555 American Catholicism: Theology, Spirituality, Culture, and History

This course is a more in-depth look at the life and history of the Catholic Church in America, including its particular contributions to theology, spirituality, and liturgy. This course will also examine the cultural challenges to and misunderstandings of faith in the American Catholic context.

THY 560 Cyberculture: New Challenges for Pastoral Ministry

This course explores major themes of communication theology in today's cyberculture. This exploration includes an overview of different ways that church ministers are using communication tech-

nologies from an international down to a local level. This overview includes a critical evaluation/discernment of how Internet culture reflects positively or negatively on the world of faith and religion. Pastoral ministers will explore how to integrate their ministry into the emerging digital culture as an active content producer. Students will acquire skills necessary to be effective Gospel proclaimers in cyberculture.

THY 565 Ecclesiology

Within the framework of systematic theology, ecclesiology examines the nature of the church and its emerging challenges. This course considers both classic insights and new directions in ecclesiology, including reflections on the nature and exercise of ministry in the church. Central to the course is a critical examination of two documents of the Second Vatican Council: The Dogmatic Constitution on the Church (*Lumen gentium*) and The Pastoral Constitution on the Church in the Modern World (*Gaudium et spes*). In many respects, the entire course is an extended dialogue with these two foundational documents.

THY 566 History, Theology & Spirituality of the Diaconate

This course offers the students an opportunity to examine the diaconate by examining its biblical, patristic, and canonical roots, its decline, and its ultimate renewal, authorized by the Second Vatican Council. The emergence of contemporary theologies of the diaconate will also be explored, based on a spirituality of the diaconate which is grounded in the deacon's sacramental initiation and ordination, coupled with an approach to diaconal ministry which is at once similar yet distinct from the sacerdotal ministry of the episcopate and presbyterate.

THY 567 Introduction to Hebrew

This course is a general introduction to the modern Hebrew language and culture. Designed as part of a broader theological context, however, it is presumed that most students will participate in this course out of a desire to enhance their ability to study Hebrew scripture more intently through familiarity with the Hebrew language. Therefore, students will examine selected texts of biblical Hebrew as well. Students taking this course for graduate credit will be required to complete a module on biblical Hebrew; undergraduates may do so at their discretion for extra credit. The course will consist of language drills in class, readings on the Hebrew language and Hebrew culture, and other activities. The use of Hebrew in both Hebrew and Christian scripture study and worship will be examined.

THY 568 Catechesis/Religious Education: Theory and Practice

This course explores the theory and practice of catechesis, including such topics as theological foundations of catechesis and evangelization, learning theory and catechesis, the catechetical process and methods, adult faith formation, media and technology in catechesis, cultural contexts, and means of communication. Students will also explore how Christian evangelization is influenced by different cultural contexts.

THY 570 Christian Spirituality: History and Praxis

The Catholic Church has a rich tradition of saints, heroes, and religious families who model how to live fully the Christian faith. This course will explore both the history and the theology of some of the great movements and schools, including Benedictine tradition as well as contemporary spiritual expressions.

THY 575 Christology

This course will take students on a systematic investigation of the life, person, and work of Jesus of Nazareth. Participants will survey and analyze the revelation of Jesus in scripture, historical perspectives in Christology (including controversies, councils, and significant individuals), and contemporary perspectives.

THY 580 Theology and Spirituality of Ministry

This capstone course examines the biblical and historical understandings of the theology and spirituality of ministry. It then looks at contemporary challenges and issues in ministry. The final outcome looks to articulate an apostolic as well as personal theology and spirituality of the minister. This course will include reflection on the student's ministry experience.

THY 582 Finding God in All Things:

The Apostolic and World-Embracing Spirituality of Ignatius Loyola

This course will study the life and history of Ignatius of Loyola and will explore the Spiritual Exercises as a developmental approach to his apostolically based spirituality. Ignatian spirituality is "the

mysticism of everyday life." (There will be opportunities outside of this course to make the Spiritual Exercises in everyday life.)

THY 587 Spiritual Direction

This course will explore the role of the spiritual director or guide in helping directees follow the lead/direction of the Holy Spirit in their life. Besides exploring the art and principles of spiritual direction, the students will explore important themes that recur in spiritual direction—e.g., healthy and unhealthy images of God and of oneself, "spiritual darkness," and crisis and tragedy in the context of the pastoral mystery. Contributions coming from humanistic psychology will be integrated into the presentations to help understand the mystery of the human person coming for spiritual direction.

THY 589 World Religions

Vatican II recognized God's presence in other religions and thus emphasized understanding and dialogue with them. This course studies a primal religion, Judaism, Islam, Hinduism, Chinese thought, and Buddhism.

THY 598 Introduction to Latin for Theology

This course introduces students to the vocabulary, grammar, and syntax which will enable them to read Latin passages related to the study of religion and theology, especially as found in critical texts of ecclesiastical worship, teaching, theology, and canon law. This course is being taught in an intensive format. Each class meeting will be two hours in length. The major objective of the course is to develop the ability to read and comprehend Latin in its ecclesiastical and theological usages. In order to do that, students will need to know and understand the vocabulary, forms, functions, and syntax of the language. Another objective is to improve English vocabulary and writing skills through knowledge of Latin words from which many English words are derived, an introduction to Latin expressions still in use, and a more solid understanding of grammar and language use.

THY 599 Youth Ministry

This course examines key socio-cultural and faith-development characteristics of adolescent life today and the broad foundations for doing youth ministry with and for young people. Participants will be encouraged to reflect upon and articulate their own vision of and hopes for youth ministry in their local contexts.

THY 601 Management/Human Resources for Ministry

This hands-on course in parish management includes the study of solid business and management principles integrated into a Catholic atmosphere of respect and dignity for each person on staff.

THY 700 Special Topics

This is a course in a particular theological or pastoral area.

Notes

3: Administration and Faculty

BOARD OF TRUSTEES

Officers

Gerbino, Anthony '74, Chair
Tapia, Donald '05 / '07, Vice Chair
Thompson, Pat '87, Secretary
Mezzanini, Frank, Treasurer
Kirk, Dr. Arthur F. Jr., President

Trustees

Bailey, Sr. Roberta O.S.B.
Birmingham, John '67
Boeke, Noel
Borrell, Anthony
Brannen, Cynthia '92
Broader, Shelley
Buckner, Robert '83
Burke, Victor '75
Cabot, Robert '71 / '06
Camacho, Father Isaac O.S.B. '95
Cohn, Douglas
Gerbino, Anthony '74
Greenfelder, Glen '61 / '63 / '09
Hayes, Dennis '74
Hernandez, David Dr., '84
Kaddouri, Thamir A.R. Jr. '94
Kirk, Arthur F. Dr.
Kobel, Edward
Lehner, Paul '74
Lombardy, Michael '73
Lennox, William J. Jr. (LTG, Ret.)
Lopez, Adelfa '10
Mazhar, Nadeem
McDevitt, Sheila '60
Molina, Alfredo
Morris, Robert F. Fr. '79
Mulligan, Marvin '54
O'Brien, Thomas
O'Keefe, Mary '76
Pope, William
Powers, Peter
Schrader, Thomas
Tapia, Donald '05 / '07
Thompson, Pat '87
View, John '72
White, Jacquelyn

Trustees Emeriti

Dempsey, Thomas '08
Franco, Anthony M.
Gullett, Dwaine '10
Henderson, Charles F.

Saint Leo, Florida
Kinnelon, New Jersey
Tampa, Florida
Tampa, Florida
Inverness, Florida
Irving, Texas
Brooksville, Florida
Coppell, Texas
San Antonio, Florida
Saint Leo, Florida
Tampa, Florida
Houston, Texas
Dade City, Florida
Bronxville, New York
Dade City, Florida
Tampa, Florida
Wesley Chapel, Florida
Tampa, Florida
Spartanburg, South Carolina
Spring Lake, New Jersey
Alexandria, Virginia
Virginia Beach, Virginia
Houston, Texas
St. Petersburg, Florida
Paradise Valley, Arizona
St. Petersburg, Florida
Houston, Texas
Tampa, Florida
Yonkers, New York
Paradise Valley, Arizona
Atlanta, Georgia
San Antonio, Florida
Paradise Valley, Arizona
Webster, Florida
Syracuse, New York
St. Petersburg, Florida

Wesley Chapel, Florida
Cocoa Beach, Florida
Wesley Chapel, Florida
Palm Beach, Florida

Hoge, Very Reverend James O.S.B.
Johnson, Hjalma '07
Lynch, Most Reverend Robert N. D.D.
Reynolds, John
Weitzenkorn, Otto

San Antonio, Florida
Dade City, Florida
St. Petersburg, Florida
Allendale, New Jersey / Naples, Florida
Dade City, Florida

ADMINISTRATION

President's Office

President
Senior Executive Assistant
Assistant to the President
University Ministry

Dr. Arthur F. Kirk, Jr.
Marcia Malia
Dr. David Persky
Fr. Stephan Brown, DWM

Admission

Vice President for Enrollment and Online Programs
Associate Vice President of Enrollment
Assistant Vice President of Marketing
Director of Graduate Re-Enrollment
Director of International Initiatives
Associate Director—Admission (NY/NJ)
Associate Director for Enrollment Communications
Assistant Director
Assistant Director
Assistant Director
Director of Graduate Admission
Associate Director
Assistant Director
Assistant Director
Assistant Director
Assistant Director
Assistant Director
Assistant Director
Assistant Director

Kathryn B. McFarland
Scott T. Rhodes
Ed Austin
Jared Welling
David Garcia
Michael Macekura
Christine O'Donnell
Kelly Griffin
Amanda Canier
TBA
Peter Marian
Jennifer Sessa
Reeshema Bradberry
Virginia Davenport
Kristina Deakins
Tonya Mazur
Michelle Maine
Sean Fitzpatrick
Janelle LeMeur

Student Financial Services (provided by University Financial Aid Solutions, LLC)

Saint Leo University Account Manager
Student Financial Services Site Manager

Brenda Wright
Maureen Campbell

Academic Affairs

Vice President for Academic Affairs
Associate Vice President for Academic Affairs/
Executive Director, University Assessment and
Institutional Research
Dean, School of Arts and Sciences
Dean, School of Business
Dean, School of Education and Social Services
Associate Dean, School of Business
Associate Dean, School of Education and Social Services
Director, Academic Administration
Administrator, Academic Advising

Dr. Maribeth Durst

Dr. Jeffrey Anderson
Dr. Mary T. Spoto
Dr. Michael Nastanski
Dr. Carol G. Walker
Dr. Balbir S. Bal
Patricia A. Parrish
Joseph M. Tadeo
Michelle Tracey

Director, Graduate Business Studies
 Director, Graduate Studies in Education
 Director, Graduate Studies in Criminal Justice
 Interim Director, Graduate Theology
 Director, Graduate Studies in Social Work
 Director, Library Services
 Evaluation and Research Specialist
 Director of ROTC

TBA
 Dr. Karen Hahn
 Dr. Robert Diemer
 Father Anthony Kissel
 Dr. Cindy Lee
 Brent Short
 Dr. Laura Blasi
 Maj. Steven Wills

Athletics

Director of Athletics
 Associate Athletic Director
 Sports Information Director
 Director of Recreation
 Assistant Athletic Director/Compliance/SWA
 NCAA Faculty Athletic Representative
 Baseball Head Coach
 Basketball Head Coach (Men)
 Basketball Head Coach (Women)
 Soccer Head Coach (Men)
 Soccer Head Coach (Women)
 Tennis Head Coach (Men and Women)
 Volleyball Head Coach (Women)
 Trainer, N.A.T.A.
 Golf Head Coach (Men)
 Golf Head Coach (Women)
 Cross Country Head Coach (Men and Women)
 Lacrosse Head Coach
 Softball Head Coach
 Swimming Head Coach (Men and Women)

Fran Reidy
 TBD
 Evan Ortiz
 Suzanne Hollis
 Vicki Fredrickson
 Charles Fisk, Jr.
 Russ McNickle
 Michael Madagan
 Chanita Olds
 Joel Harrison
 Ged O'Connor
 James Bryce
 Sam Cibrone, Jr.
 Barbara Wilson
 Ray Cisbani
 Erika Brennan
 Melissa Miller
 Bradley Jorgensen
 John Conway
 Paul Mangen

Business Affairs

Vice President and Chief Financial Officer
 Associate Vice President for Business Affairs
 and General Counsel
 Associate Vice President of Business Affairs
 Associate Vice President/Chief Information Officer
 Controller
 Director, Campus Store
 Manager, Human Resources
 Director, Instruction Technology
 Director, Internal Audit
 Director, Sodexo—Physical Plant
 Director, Professional Development

Frank Mezzanini
 Michael Gradisher
 Christine Gibson
 Les Lloyd
 James DeTuccio
 Maureen Tarpey
 Theresa Kluender
 Dr. Susan Colaric
 Monica Moyer
 Jose Caban
 TBA

Center for Catholic/Jewish Studies

Director

TBA

Continuing Education and Student Services

Vice President for Continuing Education and Student Services
 Associate Vice President for
 Continuing Education and Student Services
 Assistant Vice President

Dr. Edward Dadez
 Dr. Ed LaFontaine
 Stephen Hess

Assistant Vice President
Assistant Vice President
Registrar
Associate Registrar
Assistant Registrar
Central Region Librarian
Virginia Region Librarian

Dr. Beth Carter
Susan Paulson
Karen Hatfield
Lora Lavery-Broda
Genny Sikes
Viki Stoupenos
Steven Weaver

Atlanta Center, Georgia (Fort McPherson, Marietta Office, Gwinnett Office)

Director
Assistant Director
Assistant Director
Academic Advisor
Assistant Academic Advisor
Assistant Academic Advisor
Assistant Director of Admission
Assistant Director of Admission
Assistant Professor of Business
Assistant Professor of Theology/Religion
Assistant Professor of Business

Katherine MacDonald
Dr. Francis Githieya
Eric Hill
Arthur King
Alisha Vinson
Greenlea Jackson
Mary Estes
TBA
Dr. Craig Cleveland
Dr. Francis Githieya
Dr. George Zagursky

Center for Online Learning

Interim Director
Assistant Director—Faculty
Assistant Director—Student
Academic Advisor
Academic Advisor
Academic Advisor
Academic Advisor
Academic Advisor
Academic Advisor

Dr. A. Paul Bradley, Jr.
Dr. Diane Johnson
David Ososkie
Ann Bull
Mary Bupp
James Dadez
Angela McKoy
Melissa Miller
Jimmy Surin

Columbus Center, Mississippi

Director

Dew White

Distance Learning Program

Assistant Vice President

Dr. John Cain

Fort Eustis Center, Virginia

Director
Assistant Director
Academic Advisor
Associate Professor of Business
Professor of Biology
Assistant Professor of Human Resource Management

William "Bud" Hayes
Frances Volking
TBA
Dr. Shannon O. Jackson
Dr. Robin F. Van Tine
William J. Gooden

Fort Lee Center, Virginia

Director
Assistant Director
Associate Professor of Logistics Management
Assistant Professor of Criminal Justice
Associate Professor of Management

William "Bud" Hayes
Nancy Story
Dr. James C. Dumville
Dr. Delmar P. Wright
Dr. Michael Sciarini

Gainesville Center, Florida

Director
Academic Advisor
Assistant Academic Advisor
Assistant Professor of Education

Dawn McElveen
Susan Ellison
Mailing Pauzauskie
Dr. Joanne Roberts

NAS Corpus Christi Center, Texas

Director
Recruiter/Academic Advisor
Academic Advisor
Assistant Professor of Business

Sara Heydon
Grace Moreno
Alma Martinez
Dr. B. Tim Lowder

Key West Center, Florida

Director
Assistant Professor of Business

Tyler Upshaw
Dr. B. Tim Lowder

Lake City Center, Florida

Director
Assistant Director
Assistant Academic Advisor
Assistant Professor of Education

Charles Oden
Dr. Robin Hall
Deanna Castell
Dr. Brian O'Connell

Langley Center, Virginia

Director
Assistant Director
Academic Advisor
Academic Advisor
Assistant Professor of Accounting
Professor of CIS
Professor of Psychology

Jack Nussen
Paul Seigny
Helena Griffin
Dr. Teresa Harrell
Annette H. Tollett
Dr. Mayes D. Mathews
Dr. Marilyn M. Mallue

MacDill Center, Florida (includes SouthShore Office)

Director
Assistant Director
Assistant Director
Academic Advisor
Assistant Professor of Criminal Justice

Kenneth Gonzalez
Alena White
Michael Raimondi
Dr. David Skaer
Dr. Neil Rogers

Madison Office, Florida

Director
Assistant Academic Advisor
Assistant Professor of Education

Matthew Hollern
Christi Roebuck
Dr. Brian O'Connell

Northeast Florida Center (includes Palatka, Orange Park, and St. Augustine and Mayport offices)

Director
Assistant Director
Assistant Academic Advisor
Assistant Academic Advisor
Assistant Professor of Education

Jessica Ross
James Barnette
Alaine Holt
Beverly Hodge
Dr. Alexandra Kanellis

Ocala Center, Florida

Director

Assistant Director

Associate Professor of Education

Instructor of Education

Fred Ramlow

Judith Fisher

Dr. John D. Smith

Ethel Tobias

Pasco-Hernando Office, Florida

Assistant Director

Jennifer Hawley

St. Petersburg Office, Florida

Assistant Director

Michael Raimondi

San Diego Office, California

Assistant Director

James Gaylord

Savannah Center, Georgia

Director

Academic Advisor

Professor of Human Services

Kathleen Allen

TBA

Dr. Felix Padilla

Shaw Center, South Carolina (includes Charleston Office)

Director

Academic Advisor

Staff Coordinator/Academic Advisor

Recruiter/Advisor

Assistant Professor of Business

Dr. Frank Osage

Janice Oden

Jennifer Murphy

Katie Degner

Dr. Richard A. Weil

South Hampton Roads Center, Virginia

Director

Associate Director, South Hampton Roads Center

Assistant Director, NAS Oceana

Assistant Director, NS Norfolk

Assistant Director, Chesapeake

Academic Advisor

Academic Advisor

Academic Advisor

Assistant Academic Advisor

Assistant Academic Advisor

Associate Professor of Business

Assistant Professor of Theology/Religion

Assistant Professor of Business

Assistant Professor of Management

Assistant Professor of Theology

Professor of Management

Professor of Social Science

Professor of Management/Leadership Studies

TBA

Margaret Park

Ronald Hodge

Mark Morgan

Steve Judas

Jan Bella

Elliott Seagraves

Dennis Weber

Teresa Dunkle

Richard Crothers

TBA

Dr. Michael McLaughlin

Dr. Christine Gordon

Dr. Kenneth Moss

James T. Cross

Dr. Hakan Kislal

TBA

Dr. Thomas B. Rothrauff

Stark Office, Florida

Academic Advisor

Susan Ellison

Tallahassee Office, Florida (includes Eglin Office)

Director

Assistant Director

Matthew Hollern

Elizabeth Heron

Weekend/Evening Programs, Florida

Director

Edward Steele

Assistant Director

Laura Lastra

Assistant Director

Jennifer Hawley

Student Services

Assistant Vice President for Student Services

Kenneth Posner

Executive Director, Campus Security and Safety

Robert Sullivan

Director, Academic Student Support Services

Dr. Joanne MacEachran

Director, Campus Life

Ana DiDonato

Director, Campus Safety

Jerome Helton

Director, Counseling and Career Services

Lawson Jolly

Assistant Director, Disability Services

Amanda Becker

Director, Health and Wellness Center

Teresa Dadez

Director, Sodexo—Food Services

Richard Vogel

Associate Director, Career Services

Kim Edwards

Assistant Director, Counseling

TBA

Assistant Director, Career Services

Cathy Wise

Associate Director, Campus Life

Jennifer Garcia

Associate Director, Campus Life

Paige Ramsey-Hamacher

Assistant Director, Campus Life

Sean Van Guilder

Assistant Director, Campus Life

Stan Kaszuba

Assistant Director, Campus Life

TBA

University Advancement

Vice President for University Advancement

David Ostrander

Director, Advancement Services

Susan Barreto

Director, Alumni Relations

Denyve Duncan

Director, Parent Relations

Stephen Kubasek

Director, University Communications

Susan Shoulet

Executive Director, Development

Dawn M. Parisi

Senior Development Officer

Francis Crociata

Associate Director, Annual Fund

Elizabeth Barr

Development Officer

Deana King

Development Officer

William "Jib" Reagan, Jr.

Alumni Assistant/Event Coordinator

Katy Boyd

Applications Specialist

Annie Thornton

Communications Manager

Molly-Dodd Adams

Grant Officer

Victoria Reece

Graphic Designer

Ben Watters

Staff Writer and Media Coordinator

Jo-Ann Johnston

Web Production Specialist

Jaime Wharton

FACULTY

Professors Emeriti

Marjorie J. Arnade

B.S., University of Michigan; M.A., University of South Florida

Ann H. Bagley

B.A., M.A., Florida State University; Ed.D., University of Tennessee

Richard Cabbage

B.A., Lincoln Memorial University; M.Div., Emory University; Ph.D., University of Aberdeen

Laurel Cobb

B.A., University of Florida; C.P.A., M.Acc., Ph.D., University of South Florida

Frederick W. Colby

A.A., Pasco-Hernando Community College; B.A., Saint Leo College; M.P.A., University of South Florida

David G. Cuppett

C.P.A., Assistant Professor of Business Administration (MacDill Center); B.S., West Virginia University; M.B.A., University of Utah

George M. Dooris

B.S., St. Peter's College; M.S., Seton Hall University; Ph.D., University of Georgia

Mark Edmonds

B.A., University of Michigan-Flint; M.A., D.A., University of Michigan

William Foley

B.A., University of West Florida; C.P.A., M.B.A., University of South Florida

Lucille A. Fuchs

B.S., University of Dayton; M.A., The Ohio State University; M.S., Florida State University; Ph.D., University of South Florida

John E. Higgins

B.A., M.A., Morehead State College

Julius Hornstein

B.A., Georgia Southern College; M.S.W., University of Georgia; Ph.D., Florida Institute of Technology

Norman D. Kaye

B.S., M.S., Northern Illinois University

Edward Leddy

B.S., Manhattan College; M.P.S., Long Island University; Ph.D., Fordham University

Frances Martin

A.B., Webster College; M.A., University of Notre Dame; M.A., New York University; M.S.S.W., University of Tennessee

Mark Newton

B.A., University of Florida; M.A., Ph.D., University of South Florida

Walter P. Poznar

B.A., M.A., New York University; Ph.D., Indiana University

Henry J. Purchase

B.S., Cornell University; M.Ed., University of New Hampshire

Carolyn B. Schoultz

B.A., University of California at Santa Cruz; M.A., University of Massachusetts at Amherst; Ph.D., University of South Florida

John Swart

B.S., M.S., Illinois State University

Sara A. Thrash

B.A., Carson Newman College; M.A., University of South Florida; Ed.S., University of Florida; Ph.D., Brunel University, Oxford, England

Marvin T. Travis

B.A., Emory University; M.B.A., Arizona State University; D.P.A., Nova University

James E. Woodard Jr.

B.A., M.A., University of the Americas; Ph.D., University of New Mexico

Jeanne Wright

B.S., Fontbonne College; M.S., Ph.D., University of Notre Dame

UNIVERSITY CAMPUS

Full-Time Faculty

Elisabeth C. Aiken—Instructor of English

B.A., James Madison University; M.A., Western Carolina University

Galo E. Alava—Assistant Professor of Health Care Administration

M.B.A., University of Phoenix; M.D., Universidad Central del Ecuador

Leland Tyson Anderson—Professor of Religion and Philosophy

B.A., University of Colorado; M.A., Catholic University of America; Ph.D., Temple University

Corey R. Anthony—Assistant Professor of Chemistry

B.S., University of the West Indies; Ph.D., University of Florida

Victoria A. Anyikwa—Associate Professor of Social Work

B.A., Queens College of the City University of New York; M.S.W., New York University; Ph.D., Barry University

Frank Arnold—Professor of Public Administration, Management, and Human Resources

B.S., University of Connecticut; M.P.A., Auburn University; D.P.A., Nova University

Douglas M. Astolfi—Professor of History

B.A., Tufts University; M.A., University of Rochester; Ph.D., Northern Illinois University

Stephen L. Baglione—Professor of Marketing; Chair, Department of Business Administration

B.A., Queens College; M.A., Ph.D., University of South Carolina

Balbir Singh Bal—Professor of Computer Information Systems; Associate Dean, School of Business

B.Sc., Punjab Agricultural University, Ludhiana, Punjab, India; Post Graduate Diploma, M.Sc., University of Wales, Swansea, U.K.; Ph.D., University of Aston, Birmingham, U.K.

Frank J. Barthel—Instructor of Mathematics

B.S., M.Ed., Edinboro State University

Shelli A. Barton—Assistant Professor of Education

B.A., M.A., Ph.D., University of South Florida

Darin Bell—Assistant Professor of Chemistry

B.A., Dartmouth College; Ph.D., Wake Forest University

Linda Bergen-Losee—Instructor of Biology/Lab Specialist

B.A., M.A., University of South Florida, Tampa

Siamack Bondari—Professor of Mathematics; Chair, Department of Mathematics and Science

B.S., M.S., Ph.D., Iowa State University

Jacalyn E. Bryan—Assistant Professor and Reference/Instructional Services Librarian

B.A., Mary Washington College; M.A., Columbia University; M.A., University of South Florida

Richard G. Bryan—Professor of Psychology

B.A., Northwestern University; M.S., Ph.D., Rutgers University

Karen M. Bryant—Instructor of Fine Arts

B.A., University of West Florida; M.A., Indiana State University

Barbara J. Caldwell—Assistant Professor of Economics; Chair, Department of Computer and Accounting Systems

B.S.I.E., Georgia Institute of Technology; M.A., M.B.A., University of South Florida; Ph.D., University of South Florida

Patricia M. Campion—Associate Professor of Sociology

M.A., Ph.D., Louisiana State University

Howard F. Carey—Assistant Professor of Biology and Director of Pre-Health Professions

B.S., Spring Garden College; M.S., University of Bridgeport; D.C., Cleveland Chiropractic College

Melinda B. Carver—Assistant Professor of Education

B.A., Wheaton College; M.Ed., College of New Jersey; Ph.D., Walden University

Nancy A. Cerezo—Assistant Professor of Education

B.A., University of Florida; M.S., North Carolina A&T University; Ph.D., University of North Carolina Greensboro

Michael Cooper—Assistant Professor of Theology/Religion

A.B., Loyola University of Chicago; M.A., Fordham University; M.Div., Jesuit School of Theology of Chicago; S.T.D., Institut Catholique de Paris

Patrick J. Crerand—Assistant Professor of English; Director, Honors Program

B.A., Ohio State University; M.F.A., Bowling Green State University; Ph.D., University of Louisiana

Christopher Cronin—Professor of Psychology

B.S., University of Wisconsin; M.A., Ph.D., University of Delaware

Thomas J. Crosby—Associate Professor of Physical Education; Head Tennis Coach

B.A., Saint Leo College; M.Ed., University of Southern Mississippi

Terry A. Danner—Professor of Criminal Justice

B.A., M.A.T., M.A., University of South Florida; Ph.D., University of Florida

Passard C. Dean—Associate Professor of Accounting

B.A., Queens College; M.A., University of South Florida; D.B.A., Argosy University

Robert J. Diemer—Professor of Criminal Justice; Director, Graduate Criminal Justice

B.A., Saint Leo University; M.Ed., National Louis University; Ph.D., Union Institute

Sharyn N. Disabato—Assistant Professor of Education

B.S., Eastern Illinois University; M.A., Appalachian State University; Ed.S., Ph.D., Florida State University

William T. Ditewig—Professor of Theology/Religion

B.A., Saint Ambrose College; M.A., Defense Language Institutes of California and Virginia; M.A., Pepperdine University; M.A., Saint Mary of the Woods College; Ph.D., Catholic University of America

Patrick Draves—Associate Professor of Psychology

B.A., Michigan State University; M.A., Ph.D., University of South Florida

Iain Duffy—Assistant Professor of Biology

B.Sc., University College Cork; Ph.D., Queen's University of Belfast

Maribeth Durst—Vice President for Academic Affairs; Professor of Social Work

B.A., St. Mary's University; M.A., Syracuse University; M.S.W., University of South Florida; Ph.D., New School for Social Research

Michael E. Dwyer—Associate Professor of Marketing

B.S., Xavier University; M.I.M., American Graduate School of International Management; Ph.D., European Business Management School of the University of Wales

Yancy D. Edwards—Associate Professor of Marketing

B.A., Franklin & Marshall College; M.S., John Hopkins University; Ph.D., Ohio State University

William L. Ellis—Assistant Professor of Biology

B.S., University of Florida; M.S., University of South Carolina; Ph.D., University of South Florida

Charles Englehardt—Assistant Professor of Management

B.S., Pennsylvania State University; M.B.A., University of Pittsburgh; D.B.A., University of Sarasota

Anthony V. Esposito—Assistant Professor of History

B.A., M.A., Ph.D., University of Connecticut

Aaron A. Fehir—Assistant Professor of Philosophy

B.A., Geneva College; Ph.D., Purdue University

Charles L. Fisk, Jr.—Associate Professor of Economics; NCAA Faculty Athletic Representative

B.A., University of Florida; M.A., Duke University

Jeffra Flaitz—Associate Professor of Education

B.A., University of Minnesota; M.Ed., Ph.D., State University of New York at Buffalo

Susan B. Foster—Professor of Sport Management

B.S., Florida State University; M.S., Eastern Illinois University; Ph.D., The Ohio State University

Mary Anne Gallagher—Assistant Professor; Reference Librarian

B.A., State University of New York at Albany; M.A. (L.I.S.), University of South Florida

Audrey A. Gendreau—Instructor of Computer Information Systems

B.A., M.S., University of Texas

Barry W. Glover—Associate Professor of Criminal Justice

B.A., Saint Leo College; M.A., University of South Florida

Jane M. Govoni—Associate Professor of Education

B.A., Framingham State College; M.A., Boston College; Ph.D., University of South Florida

Karen Hahn—Associate Professor of Education; Director of Graduate Studies in Education

B.A., M.S., College of New Rochelle; Ed.S., Ph.D., University of South Florida

Charles D. Hale—Professor of Education

B.S., University of Southern Mississippi; M.A., Ed.D., University of Florida

Bruce Hammond—Professor of Communication Management

B.S., SUNY Fredonia; M.S., Canisius College; M.A., Ph.D., SUNY Buffalo

June C. Hammond—Associate Professor of Music

B.M., B.S., Furman University; M.M., M.A., University of Georgia; D.M., Florida State University

Philip Hatlem—Instructor of Sport Business; Chair, Department of Sport Business Business and International Tourism

B.A., St. Olaf College; M.A., The Ohio State University

Sandra Lee Hawes—Associate Professor; Digital Resources Librarian

B.S., George Mason University; M.A. (L.I.S.), University of South Florida; M.Ed., Saint Leo University

Elizabeth C. Henry—Assistant Professor; Technical Services Librarian

B.A., Indiana University of Pennsylvania; M.A. (L.I.S.), University of South Florida

Kim Higdon—Assistant Professor of Education

B.B.A., University of Texas; M.A.T., University Puget Sound; Ph.D., Texas State University

Burgsbee L. Hobbs—Assistant Professor of English; Chair, Department of English, Fine Arts, and Humanities

B.A., University of South Alabama; M.L.A., Spring Hill College; Ph.D., Indiana University of Pennsylvania

Judy L. Holcomb—Instructor of International Hospitality and Tourism Management

B.S., University of Central Florida; M.S., University of Central Florida

Robert Imperato—Professor of Theology/Religion

B.S., New York University; M.A., Columbia University; M.A., Ph.D., Fordham University

Elana Karshmer—Assistant Professor; Instruction Program and Information Literacy Librarian

B.A., Rhodes College; M.A., New Mexico State University; M.A. (L.I.S.), University of South Florida

Valerie Kasper—Instructor of English

B.S., University of Florida; M.A., University of South Florida

Kevin M. Kieffer—Associate Professor of Psychology; Chair, Department of Psychology

B.S., Indiana University; M.S., University of Southern Mississippi; Ph.D., Texas A&M University

Anthony B. Kissel—Associate Professor of Theology/Religion; Chair, Department of Philosophy, Theology, and Religion; Interim Director, Master of Arts in Theology

B.S., Saint Meinrad College; M.A., University of Innsbruck; Ph.D. (S.T.D.), Catholic University of Leuven, Belgium

Emil Koren—Instructor of Accounting

B.B.A., Cleveland State University; M.B.A., University of Northern Colorado; M.A., University of Colorado at Boulder

Vyas Krishnan—Assistant Professor of Computer Science

B.S., Mangalore University, India; M.S., Ph.D., University of South Florida

John R. Lax—Instructor of Marketing

B.A., M.B.A., M.S., University of South Florida

Cindy Lee—Associate Professor of Social Work; Director, Master of Social Work Program

B.A., Trinity College; M.S.W., University of Wisconsin; Ph.D., Florida State University

Joseph A. Little, Jr.—Assistant Professor of Business Law

B.A., University of South Florida; J.D., Thomas M. Cooley School of Law

Rachel O. Longstaff—Assistant Professor; Catalog Librarian

B.A., Northwestern University; M.S. (L.I.S.), Drexel University

Janet E. Margaritondo—Assistant Professor; Reference/Instructional Services Librarian

B.A., University of New Mexico; M.A. (L.I.S.), University of South Florida

Allyson Marino—Instructor of English; Fine Arts Events Director

B.A., State University of New York College at Fredonia; M.A., State University of New York College at Buffalo

Rande Matteson—Associate Professor of Criminal Justice; Chair, Department of Criminal Justice

B.A., University of Central Florida; M.S., Rollins College; Ph.D., Lynn University

Stanley McGahey—Associate Professor of Hospitality and Tourism Management; Director, International Hospitality and Tourism Management Program

B.S., M.S., Western Illinois University; Ph.D., Hanyang University

David A. McGinnis—Assistant Professor of English and Theatre

B.A., West Texas A&M University, M.F.A., University of Nevada, Las Vegas

Marguerite McInnis—Associate Professor of Social Work; Chair, Department of Undergraduate Social Work

B.A., Thomas A. Edison State College; M.S.W., Ph.D., Florida State University

Carol McLeish—Instructor; Internship Administrator, Department of Education

B.S., University of Cincinnati; M.A., University of South Florida

John J. McTague Jr.—Professor of History

B.A., Siena College; M.A., Fordham University; Ph.D., SUNY at Buffalo

Christopher Miller—Associate Professor of Biology/Environmental Science

B.A., University of Texas–Austin; M.S., University of Florida; Ph.D., University of Georgia

Lawrence Mistor—Assistant Professor of Computer Information Systems

B.S., University of Detroit; M.S., Barry University; Ed.D., Nova Southeastern University

Diane M. Monahan—Assistant Professor of Communications Management

B.S., Florida State University; M.A., University of Central Florida; Ph.D., Temple University

Carol Ann Moon—Associate Professor; Reference and Instructional Outreach Librarian

B.A., Bucknell University; M.A., University of Florida; M.A. (L.I.S.), University of South Florida

Michael O. Moorman—Professor of Computer Science

B.S., United States Military Academy; M.S., Arizona State University; M.B.A., University of Northern Colorado; Ph.D., Texas A&M University–Commerce

Keya Mukherjee—Assistant Professor of Education

B.A., M.A., Bethune College, Calcutta, India; M.A., Ph.D., University of South Florida

Patrick R. Murphy—Assistant Professor of Economics

B.S., M.S., Ph.D., Florida State University

Michael Nastanski—Dean, School of Business; Professor of Management and Marketing

B.S., Wayne State University; M.A., Central Michigan University; D.B.A., University of Sarasota

Paula F. Nelson—Associate Professor of Social Work; Director of MSW Field Education

B.A., Temple University; M.S.W., Delaware State University; Ed.D., Wilmington University

Joseph Neptune—Assistant Professor of Business

B.S., Plattsburgh State University; M.B.A., Webster University; Ph.D., Capella University

M. Dorothy Neuhofer, O.S.B.—Professor, Library; University Archivist and Special Collections Librarian

B.S., Barry College; M.A. in L.S., Rosary College; M.Ch.A., Catholic University of America; Ph.D., Florida State University

Randall B. Newell—Associate Professor of Accounting

B.S., University of Colorado; C.P.A., Colorado Board of Accountancy; M.T., Denver University; D.B.A., Nova Southeastern University

Elaine Omann—Assistant Professor of Education

M.A., Lesley University; Ph.D., University of Denver

Leo E. Ondrovic—Assistant Professor of Biology and Physics

B.S.E., M.S.E.S., Ph.D., University of South Florida

Veronika Ospina-Kammerer—Assistant Professor of Social Work; Director of BSW Field Education, Department of Undergraduate Social Work

B.S., Florida State University; M.S.W., Florida State University; Ph.D., Florida State University

John Pantzalis—Associate Professor of International Business and Marketing

Diploma in Civil Engineering, Munich University of Technology; M.B.A., Ph.D., University of Arizona

Heather R. Parker—Associate Professor of History; Chair, Social Sciences

B.A., M.A., Ph.D., University of California, Los Angeles

Patricia A. Parrish—Professor of Education; Associate Dean, School of Education and Social Services

B.A., Flagler College; M.A., Ph.D., University of South Florida

Donald Pharr—Associate Professor of English

B.S., Indiana State University; M.A., Ph.D., University of Georgia

Gavin Putzer—Associate Professor of Health Care Management

B.A., Rutgers College; M.D., University of South Florida; M.P.H., Harvard University; Ph.D., University of Florida

Henry Dwight Raines—Assistant Professor of Education

B.A., Florida State University; M.S., Ed.D., Nova University

Bryan Reagan—Assistant Professor of Computer Information Systems

M.S., Ph.D., University of Illinois at Chicago

Hudson Reynolds—Associate Professor of Political Science

B.A., Claremont McKenna College; M.A., Ph.D., New School for Social Research

Marco Rimanelli—Professor of Political Science

Laurea/B.A., Universita' di Roma, Italy; M.A., Ph.D., Johns Hopkins University

Candace A. Roberts—Associate Professor of Education; Chair, Department of Education

B.A., Emory University; M.Ed., Ph.D., University of South Florida

Robert W. Robertson—Associate Professor of Management

B.S., East Tennessee State University; M.A., Eastern Kentucky University; M.P.A., Dalhousie University, Canada; Master of Studies in Law, Vermont Law School; Ph.D., Stirling University, Scotland

Michael B. Rogich—Professor of Computer Information Systems

B.A., Loyola College; M.Ed., Johns Hopkins University; J.D., University of Baltimore; Ph.D., University of Maryland

- Eric C. Schwarz—Associate Professor of Sport Business**
B.S., Plymouth State University; M.Ed., Salisbury University; Ed.D., United States Sports Academy
- Cynthia S. Selph—Instructor of Music Ministry**
B.A., Huntington College; M.M., University of South Florida
- Armira Shkempi—Assistant Professor of Mathematics**
B.S., M.A., Ph.D., Wayne State University
- Jonathan A. Shoemaker—Assistant Professor of Human Resource Management**
B.A., The College of William & Mary; M.S., Georgia College & State University; Ph.D., University of South Florida
- Audrey C. Shor—Assistant Professor of Biology**
B.S., West Chester University; M.P.H., Ph.D., University of South Florida
- Brent Short—Assistant Professor; Director of Library Services**
B.A., Taylor University; M.Ed., Bowling Green State University; M.S.L.S., Catholic University of America
- Mary T. Spoto—Professor of English; Dean, School of Arts and Sciences**
B.A., M.A., Ph.D., University of South Florida
- Kathryn Stasio—Associate Professor of English**
B.A., University of Florida; Ph.D., Tulane University
- Linda Tavernier-Almada—Assistant Professor of Interdisciplinary Liberal Studies**
B.A., M.A., Ph.D., University of California, Berkeley
- Leonard Territo—Distinguished Visiting Professor of Criminal Justice**
B.A., M.A., University of South Florida; Ed.D., Nova Southeastern University
- Michael J. Tkacik—Associate Professor of Theology/Religion**
B.A., Auburn University; M.A., Providence College; Ph.D., Duquesne University
- Carol L. Todd—Assistant Professor of Education**
B.A., University of South Florida; M.Ed., American University; Ph.D., University of South Florida
- Holly B. Tompson—Assistant Professor of Management**
B.A., Trinity University; Ph.D., University of South Carolina
- Daniel J. Tschopp—Associate Professor of Accounting**
B.S., M.B.A., Ph.D., State University of New York at Buffalo
- Doris J. Van Kampen—Associate Professor, Systems Librarian**
B.A., M.A. (L.I.S.), University of South Florida; Ed.D., University of Central Florida
- Ernest G. Vendrell—Associate Professor of Criminal Justice**
B.S., M.S., Florida International University; MSM, Saint Thomas University; Ph.D., Union Institute
- Astrid Vicas—Associate Professor of Philosophy**
B.A., M.B.A., University of Ottawa; M.A., Ph.D., McGill University
- Monika Vo—Associate Professor of Mathematics**
B.A., Kean University; M.A., Ph.D., University of Hawaii at Manoa
- Rhondda Waddell—Professor of Social Work**
A.A., Florida Junior College; B.A., University of Florida; Ph.D., M.S.W., Florida State University
- Carol G. Walker—Associate Professor of Education; Dean, School of Education and Social Services**
B.S., Radford University; M.Ed., Virginia State University; Ph.D., Union Institute
- Jalika Waugh—Assistant Professor of Criminalistics**
B.A., John Jay College of Criminal Justice; M.S., University of New Haven

Jacquelyn A. White—Professor of Mathematics; Assistant Director, Honors Program
B.A., Rollins College; M.A., University of California–Santa Barbara; Ed.D., University of Central Florida

James D. Whitworth—Associate Professor of Social Work
B.S.W., Bethel University; M.S.W., Barry University; Ph.D., Florida State University

Ernie Williams—Professor of Philosophy
B.A., Auburn University; M.A., Ph.D., Florida State University

Jerome K. Williams—Associate Professor of Chemistry
B.S., Ph.D., University of South Florida

T. Lynn Wilson—Professor of Management
B.B.A., M.B.A., Marshall University; D.I.B.A., Nova Southeastern University

Kurt Van Wilt—Professor of English
B.A., Queens College, City University of New York; M.F.A., Vermont College of Norwich University; M.A., Concordia University; Ph.D., Lancaster University

David R. Wolfe—Assistant Professor of Finance
B.S.B.A, University of Central Florida; M.B.A., Stetson University; M.S.F.E., Ph.D., University of New Orleans

Randall J. Woodard—Assistant Professor of Theology/Religion
B.A., Franciscan University; M.A., Providence College; M.Ed., University of Manitoba; Ph.D., Duquesne University

Valerie Wright—Associate Professor of Education
B.A., M.A., Ph.D., University of South Florida

Peter Wubbenhorst—Associate Professor of Criminal Justice
B.A., Guilford College; J.D., Cumberland School of Law, Samford University

Corinne B. Young—Associate Professor of Management
B.S., Florida State University; M.B.A., Loyola University of the South; Ph.D., Tulane University

Tammy Lowery Zacchilli—Assistant Professor of Psychology
B.S., Kennesaw State University; M.S., Augusta State University; Ph.D., Texas Tech

DIVISION OF CONTINUING EDUCATION

Full-Time Faculty

Craig S. Cleveland—Assistant Professor of Management, Atlanta Center
B.S., Armstrong State Atlantic University; M.B.A., Shorter College; D.B.A., Argosy University

James T. Cross—Assistant Professor of Theology, Chesapeake Office
B.A., M.A., Seton Hall University; Ph.D., Duquesne University

James Dumville—Associate Professor of Logistics Management, Fort Lee Center
A.B., Georgetown University; M.S., Air Force Institute of Technology; Ph.D., Virginia Commonwealth University

Francis Githieya—Assistant Professor of Theology/Religion, Fort McPherson and Dobbins AFB Center
B.Th., Christian International College; M.Div., Interdenominational Theological Center; M.T.S., Ph.D., Emory University

William J. Gooden—Assistant Professor of Human Resources Administration, Fort Eustis Center
A.B., Virginia State College; M.S.A., George Washington University

Christine T. Gordon—Assistant Professor of Business, South Hampton Roads Center
B.A., M.S., National Louis University; Ph.D., Old Dominion University

Shannon O. Jackson—Associate Professor of Business, Fort Eustis Center
B.S., Arizona State; M.M.C., Arizona State; Ph.D., Old Dominion University

Alexandra Kanellis—Assistant Professor of Education, Northeast Florida Center
B.S., Anatolia College of Thessaloniki, Greece; M.S., Ph.D., Indiana State University

Hakan Kislal—Associate Professor of Management, South Hampton Roads Center
B.A., Gazi University; M.S.M., State University of New York at Oswego; Ph.D., Keio University

B. Tim Lowder—Assistant Professor of Business Administration, Key West and Ingleside Centers
B.S., Pfeiffer University; M.B.A., Winthrop University; Ph.D., Capella University

Marilyn M. Mallue—Professor of Psychology, Virginia Region
B.A., University of Florida; B.A., University of Central Florida; M.S., Ph.D., Oklahoma State University

Mayes D. Mathews—Professor of Computer Information Systems, Virginia Region
B.S., West Virginia University; M.B.A., Old Dominion University; Ph.D., Virginia Commonwealth University

Michael McLaughlin—Assistant Professor of Theology/Religion, South Hampton Roads Center
A.B., Dartmouth College; M.Div., St. Meinrad School of Theology; S.T.D., Gregorian University (Rome)

Kenneth M. Moss—Assistant Professor of Management, South Hampton Roads Center
B.S., Columbus State College; M.S., Troy State University; Ph.D., Regent University

Brian O'Connell—Assistant Professor of Education, Madison Office, Florida
B.S., Wayne State University; M.P.A., Troy State University; Ed.D., University of West Florida

Felix M. Padilla—Professor of Human Services, Savannah Center
B.A., M.S., Northeastern Illinois University; Ph.D., Northwestern University

Joanne Roberts—Assistant Professor of Education, Gainesville Center
B.A., M.Ed., Ed.D., University of Florida

Neil F. Rogers—Assistant Professor of Criminal Justice, MacDill Center
B.S., Texas A&M University; M.S., Army War College; M.A., University of South Florida; M.A., University of Florida; Ph.D., Northern Arizona University

Thomas B. Rothrauff—Professor of Human Resources Administration/Management, South Hampton Roads Center
B.A., Saint Francis College; M.P.A., Golden Gate University; D.P.A., Nova Southeastern University

Michael Sciarini—Associate Professor of Business, Fort Lee Center
B.A., Saint Leo University; M.S., Troy State University; Ph.D., Regent University

John D. Smith—Associate Professor of Educational Leadership, Ocala Center
B.S., Georgia Southern College; M.Ed., Ed.D., University of Florida

Vasiliki Stoupenos—Assistant Professor; Florida and Central Region Librarian
B.S.W., University of Georgia; M.L.S., Texas Woman's University

Ethel F. Tobias—Instructor of Education, Ocala Center
B.A., Muhlenberg College; M.Ed., University of Florida

Annette H. Tollett—Assistant Professor of Accounting, Virginia Region
C.P.A., B.A., M.B.A., University of West Florida

Robin F. vanTine—Professor of Biology, Virginia Region
B.S., M.S., University of Florida; Ph.D., College of William and Mary

Steven G. Weaver—Assistant Professor, Academic Support/Reference Librarian, Virginia Region
B.A., Warren Wilson College; M.A., University of Virginia; M.S.L.S., University of North Carolina at Chapel Hill

Rick Weil—Assistant Professor, Academic Advisor, Shaw Center
B.A., Saint Leo University; M.S., Troy University; Ph.D., Argosy University Sarasota Campus

Delmar Wright—Assistant Professor of Criminal Justice, Fort Lee Center
B.S., M.S., Ph.D., Virginia Commonwealth University

George Zagursky—Assistant Professor of Business Administration, Fort McPherson and Dobbins AFB Centers
B.S., Mississippi State University; M.B.A., University of Miami; D.B.A., Nova Southeastern University

DIVISION OF CONTINUING EDUCATION

Annual Contract Faculty

Erick Aguilar—Mayport Center
B.S., M.B.A., Saint Leo University; D.MGT., University of Phoenix

Susan Ardern—Langley Center
B.A., Hope College; M.F.A., Michigan State University

Robert Augspurger—Mayport Center
B.S., Bradley University; M.B.A., Stetson University; Ph.D., Louisiana State University

Donald Barbee—Weekend and Evening Programs
M.S., Southern Connecticut State University; J.D., Quinnipiac University

William Barga—Fort Lee Center
B.S., University of Dayton; M.B.A., Virginia Commonwealth University

Sally Bartlett—MacDill Center
Ph.D., University of South Florida

Sandra Barton—South Hampton Roads Center
B.S., University of Wisconsin; M.S., Florida State University

Corlette Bell—Langley Center
B.A., M.A., Howard University

Janice Bella—South Hampton Roads Center
B.A., Valparaiso University; M.A., Indiana University; M.B.A., M.S., Old Dominion University

Philip Bernhardt—South Hampton Roads Center
B.A., Saint Leo University; M.S., Old Dominion University; M.B.A., Golden Gate University

Samuel Biank, Jr.—Fort Eustis Center
B.S., United States Military Academy; M.A., Indiana University of Pennsylvania; M.A., State University of New York at Buffalo

David Boisselle—South Hampton Roads Center
M.S., Troy State University

Jesse Bonds—MacDill Center
B.A., M.A., Ph.D., University of South Florida

Joseph David Bragg—South Hampton Roads Center
 B.A., Saint Leo University; M.A., Ph.D., Regent University

Steven Brandt—South Hampton Roads Center
 B.S., Robert Morris College; M.A., Webster University

Onalee Briley—Lake City Center
 M.S., Troy State University; Ph.D., Capella University

Lawrence Burroughs—South Hampton Roads Center
 B.A., Virginia Wesleyan College; J.D., Regent University

Gordon W. Burt—South Hampton Roads Center
 B.S., Tennessee Technological University; M.S., Cornell University; Ph.D., Washington State University

John Byrd—Gainesville Center
 B.S., M.A., University of Florida

Rosemary Byrd—South Hampton Roads Center
 B.A., Hofstra University; M.A., Old Dominion University

James Cabbage—Savannah Center
 M.Div., Emory University; Ph.D., Aberdeen University

Anne T. Cahill—South Hampton Roads Center
 B.A., M.A., Old Dominion University; D.M., Graduate Theological Foundation

Vincent Camara—MacDill Center
 M.S., University of North Florida; Ph.D., University of South Florida

Edward Campbell—South Hampton Roads Center
 B.S., University State of New York; M.B.A., Western Carolina University; Ph.D., Utah State University

Ann Chapman—Langley Center
 M.S., Old Dominion University

Terry Collins—Ingleside
 J.D., University of Houston

John Cook—Fort Lee Center
 B.S., Embry Riddle Aeronautical University; M.S., Kansas State University

Craig Coombs—Langley Center
 B.A., Norfolk State University; M.A., Old Dominion University

William Copeland—Langley Center
 M.P.A., Troy State University

Hermon Corbett—Langley Center
 M.B.A., University of Central Texas

Martha Cox—Lake City Center
 M.Ed., Ed.D., University of Florida

John Curtis—South Hampton Roads Center
 B.A., West Virginia Wesleyan College; M.S., Naval Postgraduate School; M.A., Naval War College

Antonio David—Ingleside Center
 B.S., Texas College; M.S., Prairie View A&M University

Vicki Davis—Fort Lee Center
 B.A., Randolph Macon Woman's College; M.A., Virginia State University

Brian Deane—Fort Lee Center
 B.A., Virginia Commonwealth University; M.A., University of Dayton

Ronald M. DelDuca—South Hampton Roads Center
 B.S., United States Naval Academy; M.B.A., George Washington University; M.P.A., Golden Gate University

Jerry Dickerson—South Hampton Roads Center

B.A., Wake Forest University; M.D., Southeastern Baptist Theological Seminary; D.M., Trinity Evangelical Divinity School

Ron Duckworth—MacDill Center

B.S., M.S., University of Phoenix

Eunice Dunbar—South Hampton Roads Center

M.S., Tennessee State University

Pat Dupar—MacDill Center

M.S., National Louis University; D.B.A., Argosy University

Karl Elder—South Hampton Roads Center

M.A., Old Dominion University

Clyde Eisenberg—MacDill Center

M.A., University of South Florida

William Evans—South Hampton Roads Center

M.S., Radford University; Ph.D., Virginia Tech

Ernest Everett—South Hampton Roads Center

B.I.E., University of Florida; M.S., Georgia Institute of Technology

Michael F. Fitch—South Hampton Roads Center

B.A., University of Pittsburgh; M.P.A., M.B.A., Golden Gate University

Leslie Fortune—South Hampton Roads Center

B.A., Old Dominion University; M.A., University of Houston

Victor Frazier—Ingleside Center

B.S., M.S., Texas A&M University; M.S., Pepperdine University; Ed.D., Oklahoma State University

Edmond Frost—South Hampton Roads Center

B.A., Dowling College; M.S., Long Island University; M.S., Naval Postgraduate School; M.A., Naval War College

Octavius Gaba—South Hampton Roads Center

M.S., University of Maine-Orono; Ph.D., Emery University

Dorothy Glass—Langley Center

B.A., Christopher Newport College; M.A., Old Dominion University

Kenneth Gonzalez—MacDill Center

B.A., M.B.A., Saint Leo University

Maricia Granby—Langley Center

M.S., Hampton University

Vivian Griese—Langley Center

M.A., Virginia Commonwealth University

Eldridge C. Hamm—South Hampton Roads Center

B.S., University of Richmond; M.S., Virginia Commonwealth University; Ed.D., Vanderbilt University

Jane Harrington—Langley Center

M.A., Old Dominion University

Viva Hathaway—South Hampton Roads Center

B.S., M.Ed., Bowling Green State University

William Hathaway—South Hampton Roads Center

B.A., Taylor University; M.A., M.A., Ph.D., Bowling Green State University

Sara Heydon—Ingleside Center

B.A., Pacific Lutheran University; M.Ed., University of Texas at Austin

Samuel Himes—Gainesville Center

B.A., University North Carolina, Chapel Hill; D.B.A., Florida State University

Thomas Hines—Savannah Center

M.H.S., Lincoln University

Peggy Howard—Langley Center

B.A., Saint Leo University; M.P.A., Old Dominion University

Judith Isakson—Palatka Center

M.Ed., Ed.D., University of Cincinnati

Arthur King—Atlanta Center

M.A., Webster University

Robert Kramer—South Hampton Roads Center

B.S., Virginia Polytechnic Institute & State University; Ph.D., Louisiana State University

Robert Kunzinger—South Hampton Roads Center

B.A., Saint Bonaventure University; M.A., Pennsylvania State University; M.F.A., Old Dominion University

Karen Kwasny—South Hampton Roads Center

M.A., East Carolina University; Ph.D., Temple University

Paul Ladnier—Gainesville Center

B.S., M.B.A., University of Southern Mississippi

Paul Leach—Fort Lee Center

B.S., University of Texas; M.S., University of North Carolina; M.S., M.Ed., Virginia State University

Gale Lee—MacDill Center

M.A., University of South Florida

Agnieszka Leesch—MacDill Center

B.A., M.A., University of South Dakota

Michael Loizides—South Hampton Roads Center

M.B.A., Old Dominion University

Larry Lubbs—South Hampton Roads Center

B.S., United States Naval Academy; M.A., University of Hawaii

Jerry Lugar—Langley Center

B.A., Saint Leo University; M.A., Hampton University

Sherrilyn Magby—MacDill Center

B.A., Winston Salem State University; M.S., North Carolina Central University

Glenn W. Malone—South Hampton Roads Center

B.A., University of California; M.A., University of New Mexico

Phillip Mayer—Atlanta Center

B.A., M.A., University of Missouri; M.A., Georgia Institute of Technology

Richard McCafferty—MacDill Center

B.A., Saint Leo University; M.S., Troy University

James McDonough—Fort Lee Center

B.A., M.A., Duquesne University; M.A., University of Pittsburgh

Mary Milewski—Fort Eustis Center

B.S., Villanova University; MSEC, North Carolina State University

John Milton—Palatka Center

B.S., M.A.T., Jacksonville University

Kenneth Minton—MacDill Center

B.S., University of Maryland; M.A., John Jay College/CUNY

Katie Mitchell—Atlanta Center

B.S., Virginia Union University; M.S., Wisconsin State University

Rhonda Mitchell—Fort Lee Center

B.A., Hampton University; J.D., Dickinson School of Law Pennsylvania

Julia Monk—South Hampton Roads Center

M.A., Norfolk State University; B.F.A., M.A., Old Dominion University

Emma Moore—Lake City Center

M.S., Indiana Wesleyan University; M.A., Ed.D., The Fielding Institute

Allan J. Moretz—Shaw Center

B.S., Appalachian State University; M.Ed., Clemson University

Mark Morgan—South Hampton Roads Center

B.A., Marshall University; M.S., Troy State University

Michael Morse—Lake City Center

M. Div., St. Meinrad School of Theology; M.A., Ph.D., University of Florida

John Neal—MacDill Center

B.S., M.B.A., Florida State University

Nicholas Nitch—MacDill Center

B.A., Rider College; M.S., Florida State University

Jack Nussen—Langley Center

B.S., Mansfield State College; M.D., Gettysburg Lutheran Theological Seminary

Valla Olliver—Fort Eustis Center

B.S., East Carolina University; M.S., Central Missouri State University

Norman Otto—Langley Center

B.S., M.S., University of Idaho

Robert Owens—Fort Eustis Center

B.S., St. Louis University; M.B.A., Michigan State University

Michael Pacella—Langley Center

M.D., Yale University Divinity School; M.A., Harvard University Divinity School

Cary Paulk—South Hampton Roads Center

M.A., Regent University; D.M., Southeastern Baptist Theological Seminary

Michael Rathmann—Langley Center

M.S., George Washington University

David Roberson—MacDill Center

J.D., American University

Dipak Roy—MacDill Center

M.S., University of Florida; Ph.D., Louisiana State University

Charles Saglio—Fort Eustis Center

B.A., St. Mary's Seminar & University; M.S., Central Connecticut State University; STB., Catholic University; Ph.D., Old Dominion University

George Santoni—Langley Center

B.S., Central Connecticut State University; M.E., University of Virginia

Calvin Scheidt—South Hampton Roads Center

M.P.A., Troy State University; M.B.A., National University

Bruce Schoch—Fort Eustis Center

B.A., Temple University; M.P.A., Western Kentucky University

Elliott Seagraves—South Hampton Roads Center

B.S., Florida A & M University; M.M., Arizona State University

Angelenia Semegon—Gainesville Center

B.A., M.A., University North Florida; Ph.D., University of Florida

Keisha Shands—Fort Eustis Center

B.A., Saint Leo University; M.S., Troy State University

Brigita Sheffield—Shaw Center

B.S., Miami University Ohio; M.A., John Carroll University

Dean Sheppard—South Hampton Roads Center

B.S., Old Dominion University; M.S.W., Norfolk State University

Steven Shoemaker—Fort Eustis Center

B.A., Saint Leo University; M.A., Webster University

Michael Simone—South Hampton Roads Center

B.A., Montclair State College; M.R.E., Gordon-Conwell Theological Seminary; D.M., Eastern Baptist Theological Seminary

Randy Singleton—South Hampton Roads Center

B.S., Norfolk State University; M.A., Old Dominion University

Kenneth G. Skena—South Hampton Roads Center

B.S., Duquesne University; M.S., Université de Rennes; Ph.D., Vanderbilt University

Peter Skirbunt—Fort Lee Center

M.A., Ph.D., The Ohio State University

Patricia Spacek—Fort Lee Center

B.S., Saint Paul's College; M.P.S., Loyola University

Evelyn Stephens—Atlanta Center

M.A., Atlanta University; Ph.D., Emory University

Laura Stepp—Langley Center

B.S., Bridgewater College; M.S., Christopher Newport University

Alfred Steward—South Hampton Roads Center

B.A., M.A., Norfolk State University

William Strickland—Shaw Center

B.A., Saint Leo University; M.A., Webster University

Rhonda Sturgis—Fort Eustis Center

B.A., Saint Leo University; M.S., Troy State University; Ed.D., George Washington University

Bradley Swope—Savannah Center

M.A., Pennsylvania State University; M.A., Georgia Southern University

William Symson—South Hampton Roads Center

M.S., Naval Post Graduate School

Sammie Taylor—Fort Eustis Center

B.S., Troy State University; M.S., Southern Illinois University

Phillip Thompson—MacDill Center

B.A., M.S., Saint Leo University

Carolyn Tucker—South Hampton Roads Center

B.A., University of West Florida; M.S.W., Norfolk State University

Jacque Turner—South Hampton Roads Center

B.A., Howard University; M.S., Capella University

Carol VanDeventer—Langley Center

B.A., University of Northern Colorado; M.S., Syracuse University

Joseph Veitz—Fort Eustis Center

B.S., Indiana University of Pennsylvania; M.A., George Washington University

Thomas Vojtek—South Hampton Roads Center

B.A., Wilkes College; M.S., George Washington University; J.D., Temple University School of Law

Frances J. Volking—Fort Eustis Center

B.A., M.Ed., University of South Alabama

Esther Walker—Fort Eustis Center

B.A., Norfolk State University; M.A., Old Dominion University

Douglas Walter—Langley Center

B.A., College of William & Mary; J.D., Samford University

James Waters—Savannah Center

M.A., University of Georgia; Ph.D., Georgia State University

Raymond Watkins—Shaw Center

M.A.T., Ph.D., University of South Carolina

Garlon Webb—Lake City Center

Ed.D., University North Florida

Morris Werth—South Hampton Roads Center

B.S., Old Dominion University; M.S., Southeastern University

Virginia Williams—Atlanta Center

B.S., Tennessee State University; M.Ed., Georgia State University; Ph.D., Illinois State University

David Woodroof—South Hampton Roads Center

B.S., Norfolk State University; M.A., Old Dominion University

LEAD CONTRACT FACULTY

Dianne M. Alaimo—Weekend and Evening Programs

B.A., Ursuline College; M.A., John Carroll University

Susan Ardern—Langley Center

B.A., Hope College; M.F.A., Michigan State University

Onalee Briley—Lake City Center

M.S., Troy State University; Ph.D., Capella University

Joanne C. Chamberlin—Lake City Center

B.S., University of Georgia; M.S., Nova Southeastern University

Lisa E. Haber—University Campus

B.A., M.S., Saint Leo University

Christopher Hansen—Distance Learning Program

B.A., M.A., University of South Florida; Ed.D., Nova Southeastern University

Brian Hawkins—South Hampton Roads Center

B.A., M.Ed., M.S.W., Norfolk State University

Gloria J. Howell—South Hampton Roads Center

B.S., Indiana University of Pennsylvania; M.S., Old Dominion University

Robin Hunter—Gainesville Center

B.A., M.Ed., University of Florida

Cynthia Martin—Distance Learning Program

B.A., Bryn Mawr College; J.D., University of Virginia

Robert Martin—Palatka Center

B.A., Saint Leo University; J.D., Samford University; L.L.M., University of Virginia

Vicki Oden—Lake City Center

B.A., M.Ed. University of Florida

Susan Pappas—Weekend and Evening Programs

M.A., Pacific Lutheran University; Ph.D., University of South Florida

Harold G. Rotter—Tallahassee and Madison Offices

A.B., M.Ed., Valdosta State University; Ph.D., Georgia State University

Laurie S. Saylor—Center for Online Learning

B.S., Ohio University; M.Ed., University of New Mexico

Donald T. Scala—Center for Online Learning

B.B.A., M.S., Adelphi University

Dean Sheppard—Chesapeake Office

B.A., Old Dominion University; M.S.W., Norfolk State University

Phillip Thompson—MacDill Center

B.A., M.S., Saint Leo University

William J. Vasiliou—University Campus

B.A., Hofstra University; M.A., Ph.D., SUNY, Buffalo

Thomas M. Walsh—Gainesville and Ocala Centers

B.S., M.A., Northern Arizona University

Nancy Webb—Palatka Center

B.S.E., M.S.E., University of Central Arkansas

Courtney E. Wiest—Weekend and Evening Programs

B.S.W., Saint Leo University; M.S.W., University of Central Florida

ADMINISTRATORS

Molly-Dodd Adams—Communications Manager, University Communications

B.L.A., Johns Hopkins University

Kathleen Allen—Director, Savannah Center, Georgia

B.A., Merrimack College; M.Ed., University of Massachusetts

Jeffrey Anderson—Associate Vice President for Academic Affairs/Executive Director of Academic Assessment and Institutional Research

B.A., Carthage College; Ph.D., University of Texas

Ed Austin—Assistant Vice President, Marketing

B.A., Hartwick College; M.A., East Stroudsburg University

Stephen L. Baglione—Chair, Department of Business Administration; Professor of Marketing

B.A., Queens College; M.A., Ph.D., University of South Carolina

Balbir Singh Bal—Associate Dean, School of Business; Professor of Computer Information Systems

B.Sc., Punjab Agricultural University, Ludhiana, Punjab, India; Post Graduate Diploma, M.Sc., University of Wales, Swansea, U.K.; Ph.D., University of Aston, Birmingham, U.K.

James Barnette—Assistant Director, Northeast Florida Center, Florida

B.A., Southeastern Oklahoma State University; M.A., Webster University

Elizabeth Barr—Associate Director, Annual Fund

B.A., Elon University

Susan Barreto—Director, Advancement Services

B.A., University of Wisconsin; M.B.A., Saint Leo University

Jan Bella—Academic Advisor, South Hampton Roads

B.A., Valparaiso University; M.A., Indiana University; M.B.A., M.S., Old Dominion University

Laura Blasi—Evaluation and Research Specialist

B.A., Eckerd College; M.A., Georgetown University; Ph.D., University of Virginia

Siamack Bondari—Chair, Department of Mathematics and Science; Professor of Mathematics

B.S., M.S., Ph.D., Iowa State University

Katy Boyd—Alumni Assistant/Event Coordinator

B.A., Saint Leo University

Reeshema Bradberry, Assistant Director, Admission

B.A., Saint Leo University

A. Paul Bradley, Jr.—Interim Director, Center for Online Learning, Florida

A.B., M.A., Colgate University; Ph.D., The University of Michigan

Ann Bull—Academic Advisor, Center for Online Learning, Florida

B.A., M.B.A., M.Ed., Saint Leo University

Mary Bupp—Academic Advisor, Center for Online Learning, Florida

B.S., M.A., Central Michigan University

John Cain—Assistant Vice President, Distance Learning

B.S., Southern Illinois University at Carbondale; M.B.A., City University; Ph.D., TUI University

Barbara J. Caldwell—Chair, Department of Computer and Accounting Systems; Assistant Professor of Economics

B.S.I.E., Georgia Institute of Technology; M.A., M.B.A., University of South Florida; Ph.D., University of South Florida

Amanda Canier—Assistant Director, Admission

B.A., University of Dubuque; MBA, Webber International University

Beth Carter—Assistant Vice President, Continuing Education

B.S., M.A., East Carolina University; Ed.D., Regent University

Deanna Castell—Assistant Academic Advisor, Lake City Center, Florida

B.A., University of Florida

Sam Cibrone, Jr.—Women's Volleyball Coach, Athletics

B. S., M.S., Slippery Rock University

Ray Cisbani—Head Coach for Men's Golf, Athletics

Paterson State College

Susan Colaric—Director, Instruction Technology

B.A., College of William & Mary; M.S.L.S., University of North Carolina; Ph.D., Pennsylvania State University

Susan Craft—Assistant Director for Admission, South Hampton Roads Center, Virginia

B.S., Saint Leo University; M.S., Troy University

Francis Crociata—Senior Development Officer

B.A., St. John Fisher College/Nazareth College

Richard Crothers—Assistant Academic Advisor, South Hampton Roads Center, Virginia

B.A., Saint Leo University

Edward Dadez—Vice President of Continuing Education and Student Services

B.S., Virginia Commonwealth University; M.A., Ohio State University; M.B.A., Saint Leo University; Ph.D., Michigan State University

James Dadez—Academic Advisor, Center for Online Learning

B.A., East Carolina University; M.B.A., Saint Leo University

Teresa Dadez—Director of Health and Wellness Center

B.A., University of Dayton; B.S.N., Bloomsburg University

Virginia Davenport—Assistant Director, Admission

B.A., Saint Leo University

Kristina Deakins—Assistant Director, Admission

B.A., Florida Southern College

Katie Degner, Recruiter/Academic Advisor, Shaw Center

B.S., Troy University; M.S., Keller Graduate School of Management

James DeTuccio—Controller

B.S., Florida State University; M.B.A., Saint Leo University; Florida State CPA

Ana DiDonato—Director, Campus Life

B.A., M.B.A., Saint Leo University; M.Ed., University of South Florida

Robert J. Diemer—Director, Graduate Criminal Justice Administration; Professor of Criminal Justice

B.A., Saint Leo University; M.Ed., National Louis University; Ph.D., Union Institute

Tamara Disi—Administrator, Graduate Outreach Programs

B.S., M.B.A., Saint Leo University

Denyve Duncan—Director, Alumni Relations

B.A., M.B.A., Saint Leo University

Teresa Dunkle—Assistant Academic Advisor, South Hampton Roads Center, Virginia

B.A., Saint Leo University

Maribeth Durst—Vice President of Academic Affairs; Professor of Social Work

B.A., St. Mary's University; M.A., Syracuse University; M.S.W., University of South Florida; Ph.D., New School for Social Research

Kim Edwards—Associate Director, Career Services

B.S., University of New Hampshire; M.Ed., Boston University

Susan Ellison—Academic Advisor

B.A., University of Florida; M.Ed., University of Florida

Mary Estes—Assistant Director of Admission, Gwinnett Center, Georgia

B.A., Flagler College

Judith Fisher—Assistant Director, Ocala Center

B.A., University of Maryland; B.A., Saint Leo University; M.S.A., Old Dominion University

Sean Fitzpatrick—Assistant Director, Admission

B.A., Saint Leo University

Vicki Fredrickson—Assistant Athletic Director for Compliance

B.S., Saint Leo University; M.B.A., Saint Leo University

Jennifer Garcia—Associate Director, Campus Life

B.S., University of Tampa; M.Ed., Western Illinois University

James C. Gaylord—Assistant Director, San Diego Office, California

B.S., M.Ed., University of Virginia

Christine Gibson—Associate Vice President, Business Affairs

B.S., Lindenwood University; M.A., Keller Graduate School; Missouri Certified Public Accountant; Certified Internal Controls Auditor

Francis Githieya—Assistant Director, Atlanta Center, Georgia

B.Th., Christian International College; M.Div., Interdenominational Theological Center; M.T.S., Ph.D., Emory University

Kenneth Gonzalez—Director, MacDill Center, Florida

B.A., M.B.A., Saint Leo University

Michael Gradisher—Associate Vice President, Business Affairs and General Counsel

B.A., California State University; J.D., Pepperdine University School of Law

Helena Griffin—Academic Advisor, Langley Center, Virginia

B.A., Saint Leo University; M.P.A., Troy State University

Karen Hahn—Director of Graduate Studies; Associate Professor of Graduate Education

B.A., M.S., College of New Rochelle; Ed.S., Ph.D., University of South Florida

Robin Hall—Assistant Director, Lake City Center, Florida

B.S., University of Minnesota; M.A.Ed., Ed.D., Northern Arizona University

Teresa Harrell—Academic Advisor, Langley Center, Virginia

B.S., University of Minnesota; M.S., University of Wisconsin; Ph.D., University of Minnesota

Joel Harrison—Soccer Head Coach (Men), Athletics

B.S., West Texas A&M University

Karen Hatfield—Registrar

B.A., M.B.A., Saint Leo University

Philip Hatlem—Chair, Department of Sport Business Business and International Tourism; Instructor of Sport Business

B.A., St. Olaf College; M.A., The Ohio State University

Sandra Lee Hawes—Digital Resources Librarian, Florida Region; Associate Professor

B.S., George Mason University; M.A. (L.I.S.), University of South Florida; M.Ed., Saint Leo University

Jennifer Hawley—Assistant Director, Weekend/Evening Programs

B.A., Saint Leo University; M.A., University of South Florida

William "Bud" Hayes—Director, Ft. Lee and Ft. Eustis Centers, Virginia

B.A., University of South Carolina; M.S., Campbell University

Stephen Hess—Assistant Vice President, Continuing Education

B.A., Marquette University; M.H.A., Georgia State University; J.D., Louisiana State University

Sara Heydon—Director, Ingleside Center and NAS Corpus Christi Office, Texas

B.A., Pacific Lutheran University; M.Ed., University of Austin

Eric Hill—Assistant Director, Gwinnett Office, Georgia

B.A., Saint Leo University; M.S., Troy State University

Burgsbee L. Hobbs—Chair, Department of English, Fine Arts, and Humanities; Assistant Professor of English

B.A., University of South Alabama; M.L.A., Spring Hill College; Ph.D., Indiana University of Pennsylvania

Beverly Hodge—Assistant Academic Advisor, Northeast Florida Center, Florida

B.A., Southern Illinois University

Ron Hodge—Assistant Director, NAS Oceana, South Hampton Roads Center, Virginia

B.A., M.A.P.S., Saint Leo University

Matthew Hollern—Director, Tallahassee and Madison Offices, Florida

B.S., Florida State University; M.S., University of Central Florida

Suzanne Hollis—Director, Recreation

B.S., Florida Southern College; B.S., University of South Florida; M.Ed., Saint Leo University

Alaine Holt—Assistant Academic Advisor, Northeast Florida Center, Florida

B.A., Saint Leo University

Greenlea Jackson—Assistant Academic Advisor, Atlanta Center, Georgia
B.A., Saint Leo University

Diane Johnson—Assistant Director, Center for Online Learning
B.A., Mercer University; M.A., Ed.D., Nova Southeastern University

Jo-Ann Johnston—Staff Writer and Media Coordinator, University Communications
B.A., Syracuse University

Lawson Jolly—Director, Counseling and Career Services
B.S., Palm Beach Atlantic University; M.A., University of South Florida

Bradley Jorgensen—Lacrosse Head Coach, Athletics
B.S., Springfield College

Steve Judas—Assistant Director, Chesapeake Office, Virginia
B.A., M.B.A., Saint Leo University

Stan Kaszuba—Assistant Director, Campus Life
B.A., Saint Leo University; M.S., Nova Southeastern University

Kevin M. Kieffer—Chair, Department of Psychology; Associate Professor of Psychology
B.S., Indiana University; M.S., University of Southern Mississippi; Ph.D., Texas A&M University

Arthur King—Academic Advisor, Fort McPherson and Dobbins AFB Center, Georgia
M.A., Webster University

Arthur F. Kirk, Jr.—President
B.A., M.A., Kean College of New Jersey; Ed.D., Rutgers University

Anthony B. Kissel—Chair, Department of Philosophy, Theology, and Religion; Interim Director, Master of Arts in Theology; Associate Professor of Theology/Religion
B.S., Saint Meinrad College; M.A., University of Innsbruck; Ph.D. (S.T.D.), Catholic University of Leuven, Belgium

Stephen Kubasek—Director, Parent Relations
B.A., Saint Leo University

Edward LaFontaine—Associate Vice President, Continuing Education and Student Services
B.S., M.S., Ohio State University; M.Ed., St. Lawrence University; Ph.D., University of Kentucky

Laura Lastra—Assistant Director, Weekend and Evening Programs
B.S., Chowan University; M.B.A., Saint Leo University

Lora Lavery-Broda—Associate Registrar
B.S., Carlow College; M.P.A., University of Pittsburgh

Cindy Lee—Director, Master of Social Work Program; Associate Professor of Social Work
B.A., Trinity College; M.S.W., University of Wisconsin; Ph.D., Florida State University

Janelle LeMeur—Assistant Director, Admission
B.A., Nova Southeastern University

Les Lloyd—Associate Vice President/Chief Information Officer
B.S., M.B.A., Rensselaer Polytechnic Institute

Katherine MacDonald—Director, Atlanta Center, Georgia
B.S., Florida State University; M.A., University of Phoenix; M.A.T., Saint Leo University

Joanne N. MacEachran—Director, Academic Student Support Services

B.Ed., Keene State College; M.A., Indiana University; Ed.D., Harvard University

Michael Macekura—Assistant Director, Admission

B.A., Seton Hall; M.S., Drexel University

Michael Madagan—Basketball Head Coach (Men), Athletics

B.S., Northern Illinois University; M.A., University of South Florida

Michael Maine—Director, Admissions

B.A., Michigan State University; M.B.A., Davenport University

Michelle Maine—Assistant Director, Admission

A.A., Davenport University

Peter Marian—Director, Graduate Admission

B.S., Florida International University; M.B.A., Saint Leo University

Alma Martinez—Academic Advisor, Ingleside Center and NAS Corpus Christi Office, Texas

B.A., Texas A & I Kingsville; M.S., Corpus Christi State University

Rande Matteson—Chair, Department of Criminal Justice; Associate Professor of Criminal Justice

B.A., University of Central Florida; M.S., Rollins College; Ph.D., Lynn University

Tonya Mazur—Assistant Director, Admission

B.A., Saint Leo University

Dawn D. McElveen—Director, Gainesville Center, Florida

B.A., University of Central Florida; M.Ed., University of Florida

Katherine B. McFarland—Vice President of Enrollment and Online Programs

B.A., University of Minnesota; M.A., Lawrenceville College

Angela McKoy—Academic Advisor, Center for Online Learning, Florida

B.A., Saint Leo University; M.S.C.I.S., University of Phoenix

Frank Mezzanini—Vice President of Business Affairs

A.A.S., Mohawk Valley Community College; B.S., Syracuse University; New York State Certified Public Accountant

Melissa Miller—Academic Advisor, Center for Online Learning, Florida

B.S., Central Michigan University; M.Ed., Saginaw Valley State University

Sharon Miller—Senior Assistant Director, Student Financial Services

B.A., Michigan State University; M.B.A., Saint Leo University

Grace Moreno—Academic Advisor, NAS Corpus Christi Office, Texas

B.A., Texas A&M University; M.A., University of the Incarnate Word

Mark Morgan—Assistant Director, Naval Station Norfolk, South Hampton Roads Center, Virginia

B.A., Marshall University; M.S., Troy State University

Monica Moyer—Director, Internal Auditor

B.A., Wayne State University, B.S., Cleary University, M.B.A., Saint Leo University

Katrina Murphy—Staff Coordinator/Academic Advisor, Charleston Office

B.A., Georgia Southern University; M.A., Georgia Southern University

Michael Nastanski—Dean, School of Business; Professor of Management and Marketing

B.S., Wayne State University; M.A., Central Michigan University; D.B.A., University of Sarasota

M. Dorothy Neuhofer, O.S.B.—University Archivist and Special Collections Librarian; Professor

B.S., Barry College; M.A. in L.S., Rosary College; M.Ch.A., Catholic University of America; Ph.D., Florida State University

Jack Nussen—Director, Langley Center, Virginia

B.S., Mansfield University; M.Div., Gettysburg Lutheran Theological Seminary

Charles Oden—Director, Lake City Center, Florida

B.B.A., University of Mississippi; M.S., Troy State University

Janice Oden—Academic Advisor, Shaw Center, South Carolina

B.A., Indiana University; M.S., Troy State University

Christine O'Donnell—Associate Director, Enrollment

B.A., Furman University

Frank Osage—Director, Shaw Center, South Carolina

B.A., Creighton University; M.A., Creighton University; Ph.D., Michigan State University

David Ososkie—Assistant Director, Academic Services, Center for Online Learning

B.S., Ohio State University; M.S., Florida State University

David Ostrander—Vice President for University Advancement

B.A., Coe College; M.S., University of Montana

Dawn M. Parisi —Executive Director, Development

B.A., Union College

Margaret Park—Associate Director, South Hampton Roads Center, Virginia

B.S., University of Glasgow; M.B.A., Heriot-Watt University

Heather R. Parker—Chair, Social Sciences; Associate Professor of History

B.A., M.A., Ph.D., University of California, Los Angeles

Patricia A. Parrish—Associate Dean, School of Education and Social Services; Professor of Education

B.A., Flagler College; M.A., Ph.D., University of South Florida

Susan J. Paulson—Assistant Vice President, Continuing Education

B.S., Virginia Polytechnic Institute and State University; M.Ed., The Citadel

Mailing C. Pauzaskie—Assistant Academic Advisor, Gainesville, Florida

B.A., Saint Leo University

David Persky—Assistant to the President

B.A., Southern Methodist University; M.S., Miami University; Ph.D., Florida State University; J.D., Stetson University College of Law

Kenneth J. Posner—Assistant Vice President for Student Services

B.A., M.A., Michigan State University

Michael Raimondi—Assistant Director, SouthShore and St Petersburg Office, Florida

B.A., Florida State University

Frederick Ramlow—Director, Ocala Center, Florida

B.A., Saint Leo University; M.A.L.S., University of South Florida

Paige Ramsey-Hamacher—Associate Director, Campus Life

B.A., Holy Names College; M.B.A., Saint Leo University

William "Jib" Reagan, Jr.—Development Officer

B.A., Auburn University

Victoria Reece—Grant Officer

B.S., M.Ed., Miami University

Fran Reidy—Athletic Director

B.A., Fitchburg State College; M.B.A., Saint Leo University

Scott T. Rhodes—Associate Vice President for Admissions

B.A., Indiana University of Pennsylvania; M.A., Duquesne University

Candace Roberts—Chair, Department of Education; Associate Professor of Education

B.A., Emory University; M.Ed., Ph.D., University of South Florida

Christy Roebuck—Assistant Academic Advisor, Madison Office, Florida

B.A., Saint Leo University

Jessica Ross—Director, Northeast Florida Center

B.A., Flagler College; M.S., SUNY Buffalo

Rabbi A. James Rudin—Distinguished Visiting Professor of Religion and Judaica

B.A., George Washington University; M.A., Hebrew Union College—Jewish Institute of Religion; D.D., Honoris Causa Hebrew Union College—Jewish Institute of Religion

Demetrice Sanders—Senior Advisor, Student Financial Services

B.A., Florida State University

Elliott Seagraves—Academic Advisor, South Hampton Roads Center, Virginia

B.S., Florida A&M University; M.Mus., Arizona State University

Jennifer Sessa—Associate Director, Admission

B.A., M.B.A., Saint Leo University

Paul Sevigny—Assistant Director, Langley Center, Virginia

B.A., Saint Leo University; M.S., Troy State University

Susan Shoulet—Director, University Communications

B.F.A., Rochester Institute of Technology; M.S., College of New Rochelle

Genny Sikes—Assistant Registrar

B.A., M.B.A., Saint Leo University

David Skaer—Advisor, MacDill Center, Florida

B.A., Tennessee Temple University; M.S., Ph.D., University of Miami

Mary T. Spoto—Dean, School of Arts and Sciences; Professor of English

B.A., M.A., Ph.D., University of South Florida

Edward Steele—Director, Weekend/Evening Programs

B.A., M.A.P.S., Saint Leo University

Nancy Story—Assistant Director, Fort Lee Center, Virginia

B.A., M.B.A., Saint Leo University

Viki Stoupenos—Reference Librarian, Savannah, Georgia

B.S., University of Georgia; M.S.L.S., Texas Woman's University

Robert Sullivan—Executive Director, Campus Security and Safety

B.A., Saint Leo University

Jimmy Surin—Program Advisor, Center for Online Learning, Florida

B.S., Niagara University; M.B.A., Jacksonville University

Joseph M. Tadeo—Director, Academic Administration

B.A., Saint Leo University

Michelle Tracey—Administrator, Academic Advising

B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania

Kevin Tullis—Assistant Director, Gwinnett Office, Georgia

B.S., Alabama State University; M.B.A., Troy State University

Tyler Upshaw—Director, Key West Center, Florida
B.A., San Diego State University; M.Ed., Ohio University

Sean Van Guilder—Assistant Director, Campus Life
B.A., M.B.A., Saint Leo University

Alisha Vinson—Assistant Academic Advisor, Atlanta Center, Georgia
B.A., Saint Leo University

Frances J. Volking—Assistant Director, Fort Eustis Center, Virginia
B.A., M.Ed., University of South Alabama

Carol G. Walker—Dean, School of Education and Social Services; Associate Professor of Education
B.S., Radford University; M.Ed., Virginia State University; Ph.D., Union Institute

Benjamin Watters—Graphic Designer, University Communications
B.F.A., Ringling College of Art & Design

Steven Weaver—Reference Librarian, Virginia Region
B.A., Warren Wilson College; M.S.L.S., University of North Carolina at Chapel Hill; M.A., University of Virginia

Dennis Weber—Academic Advisor, South Hampton Roads Center, Virginia
B.S., Pennsylvania State University; M.B.A., M.P.A., Golden Gate University

Jared Welling—Director, Graduate Re-Enrollment
B.A., Saint Leo University

Jaime Wharton—Web Production Specialist, University Communications
B.A., California State University, East Bay

Alena White—Assistant Director, MacDill Center, Florida
B.S., Florida A&M University; M.B.A., University of Phoenix

Dew White—Director, Columbus Center, Mississippi
B.S., Mississippi University for Women; M.B.A., Mississippi State University

Carolyn Wilkerson—Academic Advisor, Savannah Center, Georgia
B.A., M.B.A., Saint Leo University

Barbara Wilson—Trainer, N.A.T.A., Athletics
B.S., State University of New York College at Cortland

James Wingate—Associate Director, Student Financial Services
B.A., University of South Florida; M.B.A., Tampa College

Cathy Wise—Assistant Director, Career Services
B.S., University of Detroit, Mercy

Notes

4: Directory for Correspondence

University office hours are from 8 a.m. until 5 p.m., Monday through Friday unless otherwise posted. Members of the University staff are available at other times by appointment.

SAINT LEO UNIVERSITY (UNIVERSITY CAMPUS)

33701 State Road 52, P.O. Box 6665, Saint Leo, FL 33574-6665

Campus Switchboard: 352/588-8200. Campus Safety: 352/588-8432 or 8332.

www.saintleo.edu

Academic Affairs, Vice President for Academic Affairs

MC 2006, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8244. Fax: 352/588-8207.

E-mail: academic.affairs@saintleo.edu

Academic Records, Transcripts, Registrar

MC 2278, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Edward Hall. Telephone: 352/588-8233. Fax: 352/588-8390.

Academic Student Support Services

MC 2010, P.O. Box 6665, Saint Leo, FL 33574-6665

Student Activities Building. Telephone: 352/588-8409. Fax: 352/588-8605.

Accounts Payable/Purchasing

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665

Dade City Office. Telephone: 352/588-8218. Fax: 352/588-8350.

Accounts Receivable

MC 2097, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-7886. Fax: 352/588-8445.

Admission, Application, and General Information

MC 2008, P.O. Box 6665, Saint Leo, FL 33574-6665

Marian Hall. Telephone: 800/334-5532. Fax: 352/588-8257.

E-mail: admissions@saintleo.edu

Advancement Services

MC 2354, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8907.

Alumni Relations

MC 2244, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8667.

E-mail: alumni.relations@saintleo.edu

Athletics

MC 2038, P.O. Box 6665, Saint Leo, FL 33574-6665

Marion Bowman Activities Center

Telephone: 352/588-8221. Toll Free: 888/752-5860. Fax: 352/588-8290.

Business Affairs, Vice President for Business Affairs

MC 2246, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8215. Fax: 352/588-8511.

Campus Life

MC 2323, PO Box 6665, Saint Leo, FL 33574

Student Activities Building

Telephone: 352/588-8992. Fax: 352/588-6530.

E-mail: ana.didonato@saintleo.edu

Campus Security and Safety

MC 2388, P.O. Box 6665, Saint Leo, FL 33574-6665

Security Building

Telephone: 352/588-8432. Emergency: 352/588-8333. Fax: 352/588-8598.

E-mail: jerome.helton@saintleo.edu

Career Planning

MC 2212, P.O. Box 6665, Saint Leo, FL 33574-6665

deChantal Hall. Telephone: 352/588-8346. Fax: 352/588-8329.

E-mail: kim.edwards@saintleo.edu

Center for Catholic-Jewish Studies

MC 2460, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8597

E-mail: catholic.jewish.center@saintleo.edu

Continuing Education and Student Services, Vice President of Continuing Education and Student Services

MC 2277, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8206. Fax: 352/588-8207.

E-mail: pamela.blair@saintleo.edu

Counseling Services

MC 2212, P.O. Box 6665, Saint Leo, FL 33574-6665

deChantal Hall. Telephone: 352/588-8354.

E-mail: lawson.jolly@saintleo.edu

Development

MC 2222, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8483.

E-mail: dawn.parisi@saintleo.edu

GL Accounting

MC 2100, P.O. Box 6665, Saint Leo, FL 33574-6665

Dade City Office. Telephone: 352/588-8868. Fax: 352/588-8350.

Graduate Studies in Adult Enrollment

MC 2248, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 800/707-8846

E-mail: grad.admissions@saintleo.edu

Graduate Studies in Business

MC 2276, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Edward Hall. Telephone: 352/588-7371. Fax: 352/588-8585.

E-mail: mbaslu@saintleo.edu

Graduate Studies in Criminal Justice

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8974

E-mail: robert.diemer@saintleo.edu

Graduate Studies in Education

MC 2005, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8309. Fax: 352/588-8861.

E-mail: med@saintleo.edu

Graduate Studies in Social Work

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352-588-8869. Fax: 352-588-8289.

E-mail: cindy.lee@saintleo.edu

Graduate Studies in Theology

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-7297.

E-mail: anthony.kissel@saintleo.edu

Health and Wellness Center

MC 2214, P.O. Box 6665, Saint Leo, FL 33574-6665

deChantal Hall. Telephone: 352/588-8347. Fax: 352/588-8305.

E-mail: teresa.dadez@saintleo.edu

Human Resources

MC 2327, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8023. Fax: 352/588-8249.

E-mail: jobs@saintleo.edu

Instructional Technology

MC 2066, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-7375.

Library Services

MC 2128, P.O. Box 6665, Saint Leo, FL 33574-6665

Daniel A. Cannon Memorial Library. Telephone: 352/588-8258. Fax: 352/588-8484.

E-mail: reference.desk@saintleo.edu

Military Science/Army ROTC

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8487.

Parent Relations

MC 2227, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8254.

President

MC 2187, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Francis Hall. Telephone: 352/588-8242. Fax: 352/588-8654.

University Communications

MC 2266, P.O. Box 6665, Saint Leo, FL 33574

Saint Francis Hall. Telephone: 352/588-8572.

E-mail: news@saintleo.edu

Recreation

MC 2215, P.O. Box 6665, Saint Leo, FL 33574-6665

deChantal Hall. Telephone: 352/588-8358. Fax: 352/588-8329.

E-mail: suzanne.hollis@saintleo.edu

Registrar

MC 2278, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8460. Fax: 352/588-8656.

E-mail: karen.hatfield@saintleo.edu

Residence Life/Housing

MC 2068, P.O. Box 6665, Saint Leo, FL 33574-6665

deChantal Hall. Telephone: 352/588-8268. Fax: 352/588-8329.

E-mail: linda.dye@saintleo.edu

School of Arts and Sciences

MC 2127, P.O. Box 6665, Saint Leo, FL 33574-6665

Saint Edward Hall. Telephone: 352/588-8288/8294. Fax: 352/588-8300.

E-mail: penny.freeman@saintleo.edu

School of Business

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8599. Fax: 352/588-8912.
E-mail: josephine.passaro@saintleo.edu

School of Education and Social Services

MC 2067, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8487. Fax: 352/588-8289.
E-mail: yvonne.miller@saintleo.edu

Student Financial Services

MC 2228, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 800/240-7658. Fax: 352/588-8403.
E-mail: finaid@saintleo.edu

Student Government Union

MC 2336, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8375 or 8992. Fax: 352/588-6530.

Student Involvement

MC 2323, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8992. Fax: 352/588-6530.
E-mail: mary.cabot@saintleo.edu

Student Services, Assistant Vice President for Student Services

MC 2156, P.O. Box 6665, Saint Leo, FL 33574-6665
Student Activities Building. Telephone: 352/588-8992. Fax: 352/588-8329.
Email: kenneth.posner@saintleo.edu

University Advancement, Vice President for University Advancement

MC 2227, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Francis Hall. Telephone: 352/588-8250. Fax: 352/588-8669.

University Ministry

MC 2186, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 352/588-8331.
E-mail: magda.robles@saintleo.edu

Veterans Certifying Official (University Campus)

MC 2278, P.O. Box 6665, Saint Leo, FL 33574-6665
Saint Edward Hall. Telephone: 352/588-8980.

Veteran students at regional Continuing Education Centers should contact the VA Certifying Official at their appropriate center.

CONTINUING EDUCATION CENTERS

Center for Online Learning

MC 2260, P.O. Box 6665, Saint Leo, FL 33574-6665
Telephone: 877/856-2144 or 352/588-7338. Fax: 352/588-4793.
Website: www.saintleo.edu/col

Distance Learning Program

Saint Leo University, 32223 Michigan Ave., San Antonio, FL 33576
Telephone: 352/588-7580. Toll Free: 866/758-3571. Fax: 352/588-8196.
E-mail: dl@saintleo.edu

California

San Diego Office, California (including NAS North Island, Marine Corps Air Station Miramar, and Naval Base San Diego)

Saint Leo University
Alameda, USCG
c/o Michael Franceschina, ESO
Commanding Officer
USCG ISC
Building 3, ESO
Alameda, CA 94501-5100
Telephone: 510/846-7370. E-mail: james.gaylord@saintleo.edu

Saint Leo University
MCAS Miramar
P.O. Box 45916
San Diego, CA 92145-0916
Telephone: 619/213-2847. E-mail: sandiego@saintleo.edu

Florida

Brooksville Office
Saint Leo University
PHCC North Campus
11415 Ponce de Leon
Brooksville, FL 34601
Telephone: 352/467-9468. E-mail: brooksville@saintleo.edu

Eglin Office
Saint Leo University
Eglin Training Center
108 N. McCarthy Ave., Bldg. 871
Eglin AFB, FL 32542
Telephone: 850/728-1874. E-mail: matthew.hollern@saintleo.edu

Gainesville Center
Saint Leo University
3000 Northwest 83 St., Bldg. R, Rm. 227
Gainesville, FL 32606
Telephone: 352/395-5926. Fax: 352/395-5811. E-mail: gainesville@saintleo.edu

Key West Center
Saint Leo University
A-718 Essex Circle, P.O. Box 9033
NAS Key West, FL 33040
Telephone: 305/293-2847. Fax: 305/296-7296. E-mail: keywest@saintleo.edu

Lake City Center
Saint Leo University
149 SE College Place
Lake City, FL 32025-8703
Telephone: 386/752-6866. Fax: 386/752-6776. E-mail: lakecity@saintleo.edu

Lake-Sumter Office
Saint Leo University
9501 U.S. Highway 441
Leesburg, FL 34478
Telephone: 352/787-3260. Fax: 352/787-3271.

MacDill Center
Saint Leo University, P.O. Box 6063
8102 Condor St., Suite 116

MacDill AFB, FL 33621-5408
Telephone: 813/840-0259. Fax: 813/840-2979. E-mail: macdill@saintleo.edu

Madison Office

Saint Leo University
325 NW Turner Davis Dr.
Madison, FL 32340
Telephone: 850/973-3356. E-mail: madison@saintleo.edu

Mayport Office

Saint Leo University
Bldg. 460, Box 20015
Mayport, FL 32228
Telephone: 904/249-0911. Fax: 904/249-0895. E-mail: mayport@saintleo.edu

Northeast Florida Center

Saint Leo University
5001 Saint Johns Ave., Box 28
Palatka, FL 32177
Telephone: 386/325-1477. Fax: 386/325-6522. E-mail: NEFL@saintleo.edu

New Port Richey Office

Saint Leo University
PHCC West Campus
10230 Ridge Rd.
New Port Richey, FL 34654-5199

Ocala Center

Saint Leo University
3001 SW College Rd., Building 41
Ocala, FL 34474
Telephone: 352/291-4457. Fax: 352/873-5872. E-mail: ocala@saintleo.edu

Orange Park Office

Saint Leo University
283 College Dr., A-24
Orange Park, FL 32065
Telephone: 904/272-8700. Fax: 904/272-1477. E-mail: NEFL@saintleo.edu

Saint Augustine Office

Saint Leo University
2990 College Dr.
Saint Augustine, FL 32095
Telephone: 904/824-7030. Fax: 904/824-7015. E-mail: NEFL@saintleo.edu

SouthShore Office

Saint Leo University
551 24th St. NE
Ruskin, FL 33570

St. Petersburg Office

Saint Leo University
St. Petersburg College Seminole Campus
9200 113th St. North
Seminole, FL 33772
Telephone: 352/467-9468.
E-mail: saintpetersburg@saintleo.edu

Starke Office

209 West Call St.

Starke, FL 32091

Telephone: 352/395-3210

Tallahassee Office

Saint Leo University

Tallahassee Community College

EWD Building—Suite 237

444 Appleyard Dr.

Tallahassee, FL 32304

Telephone: 850/201-8655. E-mail: tallahassee@saintleo.edu

Trenton Office

334 NW 11th Ave.

Trenton, FL 32693

Telephone: 352/463-8541

Weekend and Evening Center

Saint Leo University

MC 2249, P.O. Box 6665, Saint Leo, FL 33574-6665

Telephone: 352/588-8879. E-mail: weadmissions@saintleo.edu

Georgia*Atlanta—Fort McPherson*

Saint Leo University

1316 Troop Row SW

Fort McPherson, GA 30330

Telephone: 404/653-6000. Fax: 404/752-6181.

E-mail: atlanta@saintleo.edu

Gwinnett Office

Saint Leo University

3555 Koger Blvd., Suite 105

Duluth, GA 30096

Telephone: 678/380-4005. Fax: 678/380-4010. E-mail: gwinnett@saintleo.edu

Marietta Office

Saint Leo University

1395 South Marietta Pkwy

Building 300, Suite 104

Marietta, GA 30067

Telephone: 770/425-5031. Fax: 770/426-8256. E-mail: Marietta@saintleo.edu

Savannah Center

Saint Leo University

532 Stephenson Ave.

Savannah, GA 31405

Telephone: 912/352-8331. Fax: 912/353-9937. E-mail: savannah@saintleo.edu

Mississippi*Columbus Center*

Saint Leo University

Building 926, Suite 120

680 Seventh Street

Columbus AFB, MS 39710

Phone: 662/434-8844. Fax 662/434-8846. E-mail: columbus@saintleo.edu

South Carolina

Charleston Office

Saint Leo University

Naval Weapons Station Charleston

1661 Redbank Rd., Suite 121

Building 302

Goose Creek, SC 29445-6511

Phone: 843/764-7963 or 843/764-7964. Fax: 843/764-7969.

E-mail: charleston@saintleo.edu

Shaw Center

Saint Leo University

Building 501

398 Shaw Drive, Room 116

Shaw AFB, SC 29152

Phone: 803/666-3221 or 803/666-3205. Fax: 803/666-2446.

E-mail: shaw@saintleo.edu

Texas

NAS Corpus Christi Center

Saint Leo University

Naval Air Station Corpus Christi

Building 1731, Room 206

Corpus Christi, TX 78419-5000

Telephone: 361/937-1452 or 361/776-2808. Fax: 361/937-1440.

E-mail: corpuschristi@saintleo.edu

Virginia

Chesapeake Office

Saint Leo University

BECO Corporate Center

Independence Parkway, Suite 105

Chesapeake, VA 23320

Telephone: 757/382-7599. Fax 757/382-7999.

E-mail: chesapeake@saintleo.edu

Fort Eustis Center

Saint Leo University

US Army Education Center

1500 Madison Ave., P.O. Box 4326

Fort Eustis, VA 23604

Telephone: 757/887-1166 or 0655. Fax: 757/887-0562.

E-mail: forteustis@saintleo.edu

Fort Lee Center

Saint Leo University

961 Bishop Loop Rd., Bldg. 8035, P.O. Box 5220

Fort Lee, VA 23801

Telephone: 804/861-9634 or 8039. Fax: 804/861-1816.

E-mail: fortlee@saintleo.edu

Langley Center

Saint Leo University, P.O. Box 65519

450 Weyland Rd., Bldg. 1027

Langley AFB, VA 23665

Telephone: 757/766-1812. Fax: 757/766-3049.

E-mail: langley@saintleo.edu

Naval Air Station Oceana Office

Saint Leo University

902 E Ave., Bldg. 531, Rm. 105

Virginia Beach, VA 23460-5120

Telephone: 757/428-8395. Fax: 757/428-8587.

E-mail: southhamptonroadscenter@saintleo.edu

Naval Station Norfolk Office

Saint Leo University

c/o Navy Campus Education Center

9269 First Ave., Bldg. U-40

Norfolk, VA 23511-2321

Telephone: 757/489-0969. Fax: 757/489-1232.

E-mail: southhamptonroadscenter@saintleo.edu

South Hampton Roads Center

Joint Expeditionary Base Little Creek–Fort Story

Saint Leo University

1481 D St., Bldg. 3016

Naval Amphibious Base

Virginia Beach, VA 23459

Telephone: 757/464-6449 or 0242 or 5316. Fax: 757/464-3472.

E-mail: southhamptonroadscenter@saintleo.edu

Classes are also scheduled at classroom locations near several of these Centers.

Notes

Index

Academic Advising.....	36
Academic Dismissal.....	38
Academic Freedom Policy for Students	9
Academic Honor Code	9-11
Academic Policies.....	36-40
Academic Residence Requirements	15
Academic Term.....	40-41
Accreditation and Affiliation Statement	2-3
Administration	102-07
Administrators	125-33
Admission Decision, Appeal of	21
Admission to Class	22
Admission Requirements	29-34
Master of Arts in Theology.....	34
Master of Business Administration	30
Master of Education	31-32
Master of Science in Criminal Justice	30-31
Master of Science in Critical Incident Management	31
Master of Science in Instructional Design	31-32
Education Specialist	31-32
Master of Social Work.....	32-33
Admissions Policies and Procedures	21
Advising.....	36
Alumni Association	26-27
Appellate Process	11
Athletics, Intercollegiate.....	26
Atlanta Center, Georgia	4
Board of Trustees	101-02
Brooksville Office, Florida	4
Business Administration	45-52
Course Descriptions.....	73-80
Master of Business Administration	45-52
Accounting Concentration	47
Accounting Graduate Certificate	47-48
Health Care Management Concentration.....	48
Health Care Management Graduate Certificate	48-49
Human Resource Management Concentration.....	49
Information Security Management Concentration.....	49-50
Information Security Management Graduate Certificate	50-51
Marketing Concentration	51
Marketing Graduate Certificate	51-52
Sport Business Concentration.....	52
Weekend and Online MBA Program	46-47
Campus Life	22
Center for Catholic-Jewish Studies	24-26
Center for Online Learning	3
Chesapeake Office, Virginia	4

Class Attendance.....	37
Classroom Misconduct	22
Columbus Center, Mississippi	4
Commencement Exercises	21
Computer Specifications.....	38-39
Computer Usage Guidelines	19-20
Conduct, Code of	22
Continuing Education Centers	3-4
Course Load.....	41-42
Courses of Instruction	73-99
Criminal Justice	52-57
Course Descriptions.....	80-84
Graduate Certificate in Criminal Justice Management	57
Master of Science	52-57
Critical Incident Management Specialization	55-56
Forensic Science Specialization	56-57
Criminal Justice Orientation	36
Critical Incident Management	57-59
Course Descriptions.....	84-85
Master of Science	57-59
Critical Incident Management Orientation.....	37
Degree Requirements	34-36
Master of Arts in Theology	36
Master of Business Administration.....	34
Master of Education.....	35
Master of Science in Criminal Justice	34-35
Master of Science in Critical Incident Management	35
Master of Science in Instructional Design	35
Education Specialist	35
Master of Social Work.....	35-36
Directory: Continuing Education Centers	138-43
Directory: University Campus	135-38
Disability Services	18
Education	59-68
Course Descriptions.....	85-93
Education Specialist	66-68
Master of Education	59-65
Graduate Certificate in Instructional Design.....	66
Master of Science in Instructional Design	65-66
Educational and Learning Goals	8-9
Eglin Office, Florida	4
Faculty Directory	107-25
Annual Contract Faculty	118-24
Continuing Education Centers	116-18
Lead Contract Faculty	124-25
Professors Emeriti	107-09
University Campus	109-16
Fees and Costs	42-43
Final Examinations	37
Financial Assistance	42

Financial Information.....	42-45
Financial Responsibility.....	43-44
Fort Eustis Center, Virginia	4
Fort Lee Center, Virginia	4
Fort McPherson Office, Georgia	4
Gainesville Center, Florida	3
Grade Appeal Procedures	12-13
Grade Changes	12
Grade Point Average	12
Grade Reports and Permanent Records	13-14
Grading	37-38
Graduation, Application for	20
Gwinnett Office, Georgia.....	4
History of the University	1-2
Independent and Directed Study	40
Joint Expeditionary Base Little Creek-Fort Story, Virginia	4
Key West Center, Florida.....	3
Lake City Center, Florida	4
Langley Center, Virginia.....	4
Late Fees.....	43
Leesburg Office, Florida	4
Library	18-19, 38
MacDill Center, Florida	4
Madison Office, Florida	4
Majors/Minors/Specializations	4-8
Marietta Office, Georgia	4
Marine Corps Air Station Miramar Office, California	3
Mayport Office, Florida	4
Mission Statement.....	1
Naval Air Station Corpus Christi Center, Texas	4
Naval Air Station Oceana Office, Virginia	4
Naval Base Coronado Office, California	3
Naval Station San Diego Office, California.....	3
Naval Station Norfolk Office, Virginia	4
Naval Weapons Station Charleston Office, South Carolina	4
New Port Richey PHCC Office, Florida	4
Non-Weekend Classes	41
Northeast Florida Center, Florida.....	4
Ocala Center, Florida	4
Online Classes.....	40
Orange Park Office, Florida.....	4
Organization and Locations	3-4
Palatka Office, Florida	4

Parking Decal.....	43
Past-Due Accounts.....	43
Personal Abuse	23
Pre-assignments	36
President's Message	v
Programs of Study.....	29, 45-73
Master of Arts in Theology.....	70-73
Graduate Certificate in Theology.....	73
Master of Business Administration	45-52
Accounting Concentration	46
Accounting Graduate Certificate	46-47
Health Care Management Concentration.....	48
Health Care Management Graduate Certificate	48-49
Human Resource Management Concentration.....	49
Information Security Management Concentration.....	49-50
Information Security Management Graduate Certificate	50-51
Marketing Concentration.....	51
Marketing Graduate Certificate	51-52
Sport Business Concentration.....	52
Weekend and Online MBA Program	46-47
Master of Science in Criminal Justice.....	52-57
Critical Incident Management Specialization	55-56
Forensic Science Specialization.....	56-57
Graduate Certificate, Criminal Justice Management	57
Master of Science in Critical Incident Management.....	57-59
Master of Education.....	59-65
Educational Leadership Concentration	60-62
Exceptional Student Education Concentration.....	62-64
Instructional Leadership Concentration	60-62
Reading Concentration	64-65
Graduate Certificate in Reading.....	65
Master of Science in Instructional Design	65-66
Education Specialist.....	66-68
Master of Social Work.....	68-70
Advanced Clinical Practice Concentration	68-70
Management Concentration	68-70
Readmission.....	38
Refunds of Tuition and Course Fees	44-45
Registration.....	36
Research Reference Requirements.....	39
Residence Requirements.....	15
Saint Augustine Office, Florida	4
Saint Petersburg Office, Florida	4
Savannah Center, Georgia.....	4
Shaw Center, South Carolina	4
Social Work	68-70
Course Descriptions.....	93-96
Master of Social Work	68-70
Advanced Clinical Practice Concentration	68-70
Management Concentration.....	68-71
South Hampton Roads Center, Virginia.....	4

SouthShore Office, Florida	4
Starke Office, Florida.....	3
Student Honor Societies.....	15-18
Student Services.....	21-22
Sumter Office, South Carolina	4
Tallahassee Office, Florida	4
Theology	70-73
Course Descriptions.....	97-99
Graduate Certificate in Theology	73
Master of Arts in Theology	70-73
Transcript Requests.....	14-15
Transfer Credit	39-40
Trenton Office, Florida	4
Tuition and Fees.....	42-43
Tuition Refund Schedule	44-45
University College Academic Calendar 2010-2011	27-28
University Ministry	23-24
University Ministry Services.....	24
U.S. Coast Guard Alameda Office, California	3
Values Statements.....	1
Weekend and Evening Programs	4
Weekend Classes	40
Withdrawing from Classes.....	44

Notes

Notes

Notes

Notes

Notes

